

PSW 1

Date: 05/18/2015

Assessment: 0

Standard Scores (Total): N/A

Other Scores: PATTERN OF STRENGTHS AND WEAKNESSES / RESPONSE TO INTERVENTION:

With regard to crystallized intelligence and lexical knowledge (knowledge of vocabulary in terms of correct word meanings), [REDACTED] demonstrate consistent, age-appropriate skills when asked to identify how 2 to 3 words are alike (similarities); and consistent low skills in his ability to define words. [REDACTED] demonstrated consistent, below average skills in his general verbal knowledge (range of general knowledge). [REDACTED] demonstrated consistent, below average skills in fluid reasoning (across induction [ability to discover the underlying rule, concept, etc. that govern a problem] and quantitative reasoning [ability to inductively and deductively reason with concepts involving math relations and properties]). His short-term memory indicated consistent, below average memory span (ability to attend to, and immediately recall elements in the correct order) skills but inconsistent working memory (ability to temporarily store and perform operations on information that requires divided attention and the management of limited capacity of short term memory). [REDACTED] demonstrated age-appropriate visual memory skills (ability to store visual information and recall it later) and consistent, weaknesses in visualization (ability to mentally manipulate objects or patterns). With regard to auditory processing, [REDACTED] demonstrated age-appropriate skills. Finally, [REDACTED]'s processing speed ranged from extremely low to high average. He demonstrated consistent, age-appropriate skills in number facility (ability to rapidly and accurately manipulate and deal with numbers); below average skills in rate of test taking (ability to rapidly perform tests that are relatively easy or that require very simple decisions); and inconsistent skills in perceptual speed (ability to rapidly search for and compare known visual symbols or patterns presented side-by side or separated in a visual field).

In addition, [REDACTED] has received specially designed services (including reading, articulation, OT, and PT) since the end of his first year in kindergarten. Despite these interventions, his DIBELS scores show that he is not meeting most benchmarks and his STAR Reading reports have shown a regression of skills (GE 1.2 in STAR Reading compared to a 2.6 GE in STAR Math). His report card does show more 3s (mastery of concepts) in math than reading. He has shown better developed skills in math compared to reading since kindergarten.

PSW 2

Area of Assessment: Record Review

Date: 12/14/2015

Assessment: Patterns of Strengths and Weaknesses

Standard Scores (Total): NA

Other Scores: A review of multiple sources of data using a variety of assessment tools suggests that [REDACTED] exhibits a pattern of strengths and weakness in performance and achievement relative to grade level standards and intellectual ability. The following data was considered: PERFORMANCE: Grades (1st Nine Weeks: F in math//C's in social studies, ELA, and science); Comprehensive Progress report -2nd Nine Weeks (12/14/2015: B in social studies, C in science and ELA, and a D in math); Teacher anecdotal and observations (Per Ms. F [REDACTED] she consistently makes between 40-55 percent on assignments. She does not appear to have any recall of previously taught material. When in small group, she nods a lot to show understanding however her number sense is so low that she really does not get it. I spend procedure time with her so that she can compute. I have not found anything to be particularly effective, as she seems to always come back without the retention of material.)/ACHIEVEMENT: STAR Assessment (10/2015: Reading GE 7.6 and Math GE 4.6); achievement results on the WIAT (relative weakness in math compared to the other academic scores); and Alabama's state assessment (ACT Aspire-Grade 5: scored within "Close" range for reading, math, and science)/INTELLECTUAL DEVELOPMENT: WISC-V (demonstrates a weakness in working memory and visual spatial skills relative to her performance on the other areas of cognitive functioning, she) and adaptive behavior (GAC of 99). Records also indicate that the school has tried several different interventions (PST, tutorial, and retention) in an attempt to improve her performance in math; though, those strategies have been ineffective.

PSW 3

Date: 03/09/2016

Assessment: *Other

Standard Scores (Total): N/A

Other Scores: PATTERN OF STRENGTHS AND WEAKNESSES:

Reviewing [REDACTED]'s prior and current evaluation history, there are consistent and significant weaknesses in his visual processing skills. With consideration of CHC Theory, visual processing is linked to deficits in math achievement. His review is as follows:

WISC-IV (11/19/10) discrepancy between VCI 93 and PRI (visual processing) 75
KABC-II (2/25/16) Sequential 83, Simultaneous (visual processing) 72, Learning 108, Planning 88, and Knowledge 104

Occupational Therapy Evaluation (04/22/13) Bruininks-Oseretsky Test of Motor Proficiency: Fine Motor Precision Scale score 6 (Visual Motor Integration scaled score 5) - Average scores range from 8 to 12
Occupational Therapy Evaluation (04/22/13) Beery Developmental Test of Visual-Motor Integration 6th Edition: Beery VMI 84, Visual Perception 66, Motor Coordination 74
Occupational Therapy Evaluation (04/22/13) Test of Visual Perception Skills: Basic Processes 95, Sequencing 85, and Complex Processes 73

Behavior rating scales in 2010 and 2014 that reflected difficulty with Learning Problems (2010 Learning 70/80; 2014 Learning Problems 70/68)

PSW 4

Date: 11/13/2016

Assessment: 0

Standard Scores (Total): N/A

Other Scores: Considering the Pattern of Strengths and Weaknesses worksheet adapted by ALSDE:

Category I -

No progress monitoring or CBM screening data. Criterion-referenced assessments (e.g. STAR Reading and Math), his most recent STAR scores in math were not below the 10%ile and indicated a Strength.

As for State assessments, his performance in math was not below the 10%ile and indicates a Strength.

Category II -

Norm referenced testing does not indicate any any weaknesses but does indicate Strengths across all areas assessed (except Math Problem Solving which fell in the Neutral range)

Category III -

Curriculum assessments - Math average assessments fell in the Neutral range.

Date: 01/11/2017

Assessment: 0

Standard Scores (Total): N/A

Other Scores: [REDACTED]'s scores were entered into the X-BASS program to determine if there was a statistically significant difference between his scores. Results of the program indicated that though the best measure of his cognitive skills is the GAI and the difference between his performance in Processing Speed (WISC-V 67) and Math Problem Solving (WIATIII 88) is significant, the strength of the relationship between the two skills is low -- indicating that math problem solving may not be impacted by his performance in processing speed.

Date: 05/18/2016

Assessment: 0

Standard Scores (Total):N/A

Other Scores: CATEGORY I

Progress Monitoring - requires aimline data and is based on most recent tests; data provided was dated 03.16.16 and is not a reflection of the most current data.

State Assessments - none taken due to age/grade

CATEGORY II

Norm-referenced tests (WIATIII)

Strengths: Reading Fluency and Listening Comprehension

Weaknesses: Reading Comprehension, Math Calculation, Math Problem Solving, Written Expression, and Oral Expression.

CATEGORY III

Curriculum Assessments -

Math - 80 (05.11.16) and 80 (05.10.16) out of 12 tests; average was 60 for timed tests and 69 for weekly tests/quizzes; English - 100 (05.16.16), 100 (05.13.16), 95 (04.14.16) out of 14 entries; average Language Assessment is 75, Reading Assessment 48, and Unit Test 63

██████████ last four tests for math and English are inconsistent (above and below the benchmark of 80%); however, her average test scores in math, language and reading are considered weaknesses based on the State approved chart

Grades - Based on her most recent grades, ██████████ has an F in English and a D in Math (both considered weaknesses)

Teacher report - according to the referral to PST and SPED, Ms. D██████████ notes that concerns are in basic math and reading comprehension and strengths are in desire to do well.

Classroom observation - Based on the observation completed, ██████████ was reluctant to join her peers and read her written information about her new kittens but she was willing to share the information orally.

CATEGORY IV

Functional skills fell in the weakness range overall with scattered skills

IQ skills also fell in the weakness range overall with scattered skills

SUMMARY:

██████████ did not have at least 3 "Ss" across Categories I through IV which is required

Area of Assessment: School Psychologist / School Psychometrist Report

Date: 04/07/2015

Assessment: 0

Standard Scores (Total): N/A

Other Scores: RESPONSE TO INTERVENTION / PATTERN OF STRENGTHS AND WEAKNESSES: [REDACTED] has participated in interventions (including EL since 2011 and academic since 2014). Interventions have targeted sounds and blending; blending with color-coded letters using families; and fry word games; and are provided in small groups. Despite these interventions (and despite speaking Russian at home), [REDACTED] continues to demonstrate a weakness in reading related skills (compared to age-appropriate skills in math [based on STAR testing]). She demonstrates average to above average cognitive skills and consistent weaknesses in reading with errors typically seen in children identified with dyslexia (e.g., transposing letters/words, spelling phonetically, "guessing" at words based on their shape).

PSW 7

Date: 12/11/2015

Assessment: 0

Standard Scores (Total): N/A

Other Scores: PATTERN OF STRENGTHS AND WEAKNESSES:

[REDACTED] demonstrates statistically and significantly weaker reading skills than math skills. This is supported by a review of STAR Math, STAR Reading, Wonders Reading Unit Assessments, and Math End of 9 Weeks Assessments.

In addition, the Pearson computerized scoring program indicates a statistically significant strength in his Verbal Comprehension skills and a statistically significant weakness in his Perceptual Reasoning. In addition, statistically significant discrepancies are observed between processing skills as well as between Verbal Comprehension and Basic Reading Skills.

An analysis of his performance in Basic Reading on the WIATIII indicates significantly weaker skills in Phonological Awareness.

PSW 8

Date: 12/14/2015

Assessment: *Record Review

Standard Scores (Total): N/A

Other Scores: PATTERNS OF STRENGTHS AND WEAKNESSES:

Category I (Progress Monitoring/Curriculum Based Measurements & State Assessments) Based on a review of his cumulative file, there is no progress monitoring data, CBM data, or State Assessment data.

Category II (Norm-referenced achievement tests) Information from the WIATIII indicates Strengths in all academic areas identified.

Category III (Curriculum assessments, Grades, Teacher Report, Classroom Observation) Curriculum assessment indicates weaknesses in reading and neutral performance in math. Current grades indicate weaknesses in reading and strengths in math (though 3rd grade information indicating neutral performance in reading). Classroom observation indicates neutral performance.

Category IV (Observations, interview, IQ) [REDACTED] demonstrates consistent, neutral skills in the area of cognitive ability and adaptive skills.

PSW 9

Date: 05/07/2015

Assessment: 0

Standard Scores (Total): N/A

Other Scores: PATTERN OF STRENGTHS AND WEAKNESSES: Based on the worksheet for charting PSW, [REDACTED] shows weaknesses in 3 categories in Basic Reading (primarily phonemic awareness - WIATIII testing, DIBELS testing, curriculum based assessment, and teacher observation) and strengths across 3 categories in math calculation. Furthermore, [REDACTED] demonstrates significantly weaker speed of lexical processes (language processing) compared to her cognitive performance and the performance of other students her age.
