

FULL INDIVIDUAL EVALUATION
DETERMINATION OF DISABILITY AND EDUCATIONAL NEED
DATE OF REPORT: 04/22/2023

Initial

NAME: Sample Student **BIRTH DATE:** XX/XX/XXXX **AGE:** 7 years 9 months
CAMPUS: Sample Elementary **GENDER:** Female **GRADE:** 2 **INITIAL FIE DATE:**
02/16/2023

REASON FOR EVALUATION

This individual evaluation aims to fulfill the requirements for Graduate Studies in ED 5306 for the evaluator. All test results should be interpreted considering the student's cultural, economic, and linguistic background.

SOCIOLOGICAL INFORMATION

Information from parents was reviewed to determine if family and environmental situations might be influencing Student's educational performance.

Sample Student is in the second grade in a public school. She lives at home with her parents and her older brother. Sample Student was born in the United States and has lived in the United States her entire life. English is her primary language. She is learning to speak Filipino. Sample Student's mother is originally from the Philippines. The family takes month-long trips every other year to the Philippines to visit family. Sample Student's mother is trying to teach her children the Filipino language.

No significant changes in Sample Student's life over the last three years have been reported.

Sample Student has a good record of school attendance with appropriate instructional opportunities.

PHYSICAL EVALUATION

Physical factors that might affect Sample Student's ability to profit from the educational process were reviewed.

Vision and hearing are within normal limits. Sample Student recently began wearing glasses as she was having trouble seeing the board at the front of her classroom. She wears her glasses daily now.

Sample Student's prenatal, birth history and health history indicate no significant health/physical concerns. She is an active child with no chronic illnesses or physical impairments. Sample Student is generally healthy, and no physical factors might affect her ability to benefit from the educational process.

Sample Student's fine motor skills are within normal limits. She writes legibly without any problems. She has been taking piano lessons once a week for two years. She can play songs at her piano recitals that she has practiced.

Sample Student's gross motor skills are within normal limits. She is an active child that plays outside with her neighborhood friends after school and on the weekends. She has no trouble running, jumping, skipping, or climbing. She plays on seasonal sports teams including basketball and soccer.

Information from parents and teachers as well as observation during the evaluation indicates that Sample Student's gross and fine motor skills appear age appropriate.

LANGUAGE / COMMUNICATION EVALUATION

The Home Language Survey indicates that Sample Student's primary language for speaking, reading, and writing is English; therefore, testing was conducted in English. Sample Student's only language for reading and writing is English. Sample Student is learning to speak Filipino as a second language. Sample Student's mother primarily exposes her children to Filipino culture and language. Not only does the mother speak English and Filipino to the student, but they also take trips to the Philippines and are immersed in Filipino culture for months during Sample Student's summer break from school.

ASSISTIVE TECHNOLOGY EVALUATION

After considering the Sample Student's present levels of educational performance (including visual, auditory, physical, and communication needs), it has been determined that she does not require Assistive Technology devices and/or services in order to progress in the general curriculum and/or to advance appropriately toward attaining annual goals.

SOCIAL/BEHAVIORAL EVALUATION

Evaluation of social/behavioral factors was conducted informally using parent and teacher information and classroom observation.

Information from Educational Records:

Educational Records were reviewed which supplements this report.

Parent Information:

Parents report that Sample Student gets along great with them and her brother. Sample Student's mother shared that her daughter is typically compliant and does well in school. The mother emphasized that the parents wish for their children to be well-rounded individuals. Sample Student participates in school academic events, sports outside of school, as well as private piano lessons. The parents report that Sample Student is expected to complete homework, chores, and extra reading implemented by the parents before she is allowed to play with friends after school. The family has a daily routine and emphasizes academics as a priority. Sample Student attends church with her family on Sunday mornings. The parents report that Sample Student enjoys spending time with family and friends and is very social.

Parents shared that they think she is doing well academically, but that she could probably do better if she cared about her academics more. She makes As and Bs in school. The parents suspect she might qualify for gifted/talented services, but do not think that she pushes herself enough to participate in the program. The parents have not requested testing for gifted/talented

services, though they are open to it if a teacher submits the recommendation. The parents admit to having high expectations for Sample Student but insist that they do not want to push her too hard. The parents are cautious with their expectations for Sample Student as compared to her brother.

Teacher Information:

Teacher information includes no academic concerns. Sample Student is reported to get along well with others in the class and is compliant with the rules and expectations of the teacher. The teacher reports that Sample Student works hard and tries her best at all assignments. Sample Student asks questions when she does not understand, and volunteers to answer questions in class. The teacher reports that Sample Student is performing at or above grade level in all academic areas.

OBSERVATIONS

Sample Student's behavior during the testing sessions can be described as: friendly and cooperative. Sample Student came willingly to the testing area and rapport was established. However, during our last testing session, she was not in a good mood. She struggled to complete difficult tasks at the end of the session. It was evident that she was tired and ready to complete the testing session. However, she was cooperative and polite during testing. Sample Student worked hard and completed all tasks.

INTELLECTUAL EVALUATION

Current Formal Evaluation:

The following test battery was completed and the standard scores are listed
Woodcock-Johnson IV Tests of Cognitive Abilities (Norms based on age 7-9)

<u>CLUSTER/Test</u>	<u>SS</u>
GEN INTELLECTUAL ABIL	100
Gf-Gc COMPOSITE	87
COMP-KNOWLEDGE (Gc)	85
FLUID REASONING (Gf)	91
FLUID REASONING (Ext)	94
S-TERM WORK MEM (Gwm)	122
S-TERM WORK MEM (Ext)	119
COG PROCESS SPEED (Gs)	104
AUDITORY PROCESS (Ga)	108
L-TERM RETRIEVAL (Glr)	51
VISUAL PROCESSING (Gv)	91
QUANTITATIVE REASONING	104
NUMBER FACILITY	120
PERCEPTUAL SPEED	112
COGNITIVE EFFICIENCY	120
COG EFFICIENCY (Ext)	118
Oral Vocabulary	91
Number Series	107

<u>CLUSTER/Test</u>	<u>SS</u>
Verbal Attention	111
Letter-Pattern Matching	109
Phonological Processing	102
Story Recall	69
Visualization	88
General Information	82
Concept Formation	73
Numbers Reversed	126
Number-Pattern Matching	113
Nonword Repetition	110
Visual-Auditory Learning	50
Picture Recognition	95
Analysis-Synthesis	101
Object-Number Sequencing	108
Pair Cancellation	99
Memory for Words	97

The General Intellectual Ability scaled score earned by Sample Student was 100, which is average for her age. The crystallized intelligence (*Gc*) is a person's knowledge from past experiences and prior learning. Sample Student's (*Gc*) scaled score is 85 in this area, which is average for her age. Fluid Reasoning (*Gf*) is a person's current ability to reason and solve problems that include thinking quickly and being flexible in reasoning skills. Sample Student's (*Gf*) scaled score was 91, which is within the average range for a person her age. The (*Gwm*) measures working memory, or short-term memory, which is the ability to recall and maintain information just recently or immediately seen or heard. Sample Student's (*Gwm*) score was 122, which is above average for someone her age. This makes her working memory (*Gwm*) a strength. Cognitive processing speed (*Gs*) is the ability to perform repetitive tasks quickly. Sample Student's processing speed score was 104, which is within the average range for her age. Auditory processing (*Ga*) is the ability to process meaningful nonverbal information in sound. Sample Student's auditory processing score (*Ga*) was 108, which is within the average range for her age. Visual Processing (*Gv*) is the ability to make use of images to solve problems. Sample Student's visual processing score was 91, which is within the average range for her age.

Long-term storage and retrieval (*Glr*) is the ability to store and retrieve information over periods of time. Sample Student's long-term storage and retrieval (*Glr*) score was 51, which is more than two standard deviations away from an average score for her age. A score of 51 is considered very low and is a weakness exhibited by Sample Student. This is evident in her story recall subtest score of 69, which is also considered low for her age.

ADAPTIVE BEHAVIOR EVALUATION

Adaptive behavior is defined as the performance of the day-to-day activities necessary to take care of oneself and get along with others. It is age-based and is defined by the expectations and standards of others. Adaptive behavior represents the typical performance rather than the ability of the individual--what a person actually does as opposed to what a person is capable of doing.

Adaptive behavior was evaluated informally by observation and review of information obtained from parents. Sample Student's adaptive behavior appears to be age-appropriate and does not appear to be a factor in plans for intervention. Sample Student's parents do not indicate that she

has any difficulty functioning within age level and cultural group expectations in her personal and social sufficiency. Sample Student's intellectual functioning appears to be consistent with her adaptive behavior.

EDUCATIONAL PERFORMANCE EVALUATION

Report cards, STAAR testing results, and academic records were not readily available at time of report.

Formal Achievement Testing

The following test battery was completed, and the standard scores are listed
Kaufman Test of Educational Achievement, Third Edition (KTEA-3)

Composite/Subtest	Standard Score	Descriptive Category
Math Concepts & Applications	115	Above average
Letter & Word Recognition	113	Above average
Math Computation	115	Above average
Reading Comprehension	97	Average
Reading Composite	105	
Letter & Word Recognition	113	Above average
Reading Comprehension	97	Average
Math Composite	116	
Math Concepts & Applications	115	Above average
Math Computation	115	Above average

Composite/Subtest	Standard Score	Descriptive Category
Sound-Symbol Composite	109	Average
Phonological Processing	98	Average
Nonsense Word Decoding	117	Above average
Decoding Composite	116	Above average
Letter & Word Recognition	113	Above average
Nonsense Word Decoding	117	Above average
Reading Fluency Composite	-	
Silent Reading Fluency	121	High
Word Recognition Fluency	107	Average
Decoding Fluency	-	
Reading Understanding Composite	96	Average
Reading Comprehension	97	Average
Reading Vocabulary	96	Average
Oral Language Composite	76	Low
Associational Fluency	76	Low
Listening Comprehension	91	Average
Oral Expression	77	Low
Oral Fluency Composite	98	Average

Associational Fluency	76	Low
Object Naming Facility	121	High
Comprehension Composite	93	Average
Reading Comprehension	97	Average
Listening Comprehension	91	Average
Expression Composite	-	
Written Expression	-	
Oral Expression	77	Low
Orthographic Processing Composite	-	
Spelling	-	
Letter Naming Facility	126	High
Word Recognition Fluency	107	Average
Academic Fluency Composite	-	
Writing Fluency	-	
Math Fluency	114	Above Average
Decoding Fluency	-	

Interpretation of scores reveals the following:

Sample Student’s math skills are in the above-average range; her reading skills are in the average range. Specifically, her Math Concepts & Applications and Math Computation are in the above-average range; Letter & Word Recognition are in the above-average range; Reading Comprehension is in the average range. Oral Language Composite was in the Low range; specifically, Associational Fluency and Oral Expression were in the Low range; Listening Comprehension was in the average range.

Based on the above information, the following summarizes the student’s educational performance skills

Reading

Competencies: letter and word recognition, reading comprehension, phonological processing, nonsense word decoding, silent reading fluency, word recognition fluency, reading vocabulary, listening comprehension, object naming facility, letter naming facility

Areas for growth: oral expression

Mathematics

Student’s math performance (concepts & applications and computation) was on grade level.

EVALUATION SUMMARY

Sample Student is a 2ND- grade student at Sample Elementary School. Sample Student does not qualify for special education services. A formal assessment was completed to determine Sample Student’s current levels of performance. Results of the cognitive assessment indicate that Sample Student’s intellectual ability is within the average range. Achievement testing indicates that Sample Student’s reading and math skills are average to above average when compared to her same-age peers. Sample Student is

able to interact and take conversational turns with a variety of communication partners when needed. At this time, it is recommended that there is no need for special education services.

Based on the data presented in this report, Sample Student displays a weakness in long-term retrieval and oral expression. This has not adversely affected her learning and has not shown to be a problem in the classroom. These weaknesses could be attributed to her lack of motivation during these portions of the testing session. If a need is suspected at a later time by parents or teachers, it is recommended that she be tested again with an alternate cognitive battery.

According to federal and state guidelines, eligibility for special education services requires identification of a disability and need for services that can only be provided by special education.

RECOMMENDATIONS

It is recommended that Sample Student receive RTI classroom instruction to help with oral expression and long-term memory retrieval. This includes:

- Listening to a story and asking her to recall what happened in the story.
- Listening to a story and asking her to infer the feelings of the person in the story.
- Listen to a story and ask the Sample Student to provide an appropriate alternative title.
- Ask Sample Student to think about a recent activity she participated in, and then describe the events with attention to the sequence in detail.
- Provide Sample Student with a picture. Ask Sample Student to describe the picture to someone who has never seen it before, using as much detail as possible.

ASSURANCES

This report is respectfully submitted for review by the ARD/IEP Committee. Based on the information available for this report, the findings and judgments expressed are believed to be an accurate educational profile. The evaluation team assures the following:

1. that the testing, evaluation materials, and procedures used for the purposes of evaluation were selected and administered so as not to be racially or culturally discriminatory;
2. that the tests and other evaluation materials used are technically sound and have been validated for the specific purpose for which they were used;
3. that tests were selected and administered so as best to ensure that if a test was administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the xx's aptitude or achievement level or other factors the test purports to measure, rather than reflecting the xx's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure);
4. that the tests and other evaluation materials were administered by trained personnel in conformation with the instructions provided by their producers;
5. that the evaluation provides relevant information that directly assists persons in determining the educational needs of the child; and
6. that information has been drawn from a variety of sources including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.

Christina Thatcher