CONFIDENTIAL INFORMATION

Beaumont Unified School District

Special Education Services
350 Brookside Avenue
Beaumont, California 92223
(951) 845-1631 x5389

PSYCHOEDUCATIONAL EVALUATION

for

STUDENT NAME

attending

SCHOOL OF ATTENDANCE

Beaumont Unified School District

In accordance with the 1974
Rights and Privacy Act

AUTHORIZED PERSONNEL ONLY

Parent received copy on:
xx/xx/xxxx

BEAUMONT UNIFIED SCHOOL DISTRICT
Special Education Services
350 Brookside Avenue
Beaumont, California 92223
(951) 845-1631 x5389

PSYCHOEDUCATIONAL EVALUATION

Name:		**Date of Birth:**		**Age:**	
School:		**Primary Language:**		**Grade:**	
Educational Setting:		**Case Carrier:**		**Date of Report:**	
Examiners:		**Parent Name:**		**Assessment Dates:**	

x SEARCH FUNCTION FOR FILL IN (make sure to Match Case):

- FIRST NAME - student
- PARENT NAME - parent title (e.g., Mrs. Smith)
- TEACHER NAME
- HISHER - student gender
- HESHE - student gender

Then Delete this Row

REASON FOR INITIAL EVALUATION

FIRST NAME was referred for an initial psychoeducational evaluation by Referral Source on Date of Referral. This assessment is a tool to help the Individualized Education Plan (IEP) team understand FIRST NAME's unique learning style and needs. It will also help the IEP team determine if HISHER unique learning style is consistent with any educational disabilities. The Individuals with Disabilities Education Act (IDEA) ensures a free and appropriate public education (FAPE) for all children with educational disabilities aged 3-21. California further guarantees these rights in the California Education Code (Part 30, Section 56000 et seq.), which outlines the state's special education framework. To qualify for special education services under IDEA and California law, a student must be identified with

an educational disability listed in IDEA (e.g., Specific Learning Disability, Speech or Language Impairment) and this disability must significantly impact his or her ability to learn in a general education setting. These students, therefore, require support and instruction above and beyond what is available to all students.

FIRST NAME was referred for this evaluation due to significant concerns related to Reason for Referral. An assessment plan was sent to PARENT NAME on AP Sent. The signed assessment plan granting consent for assessment was received from PARENT NAME on AP Received.

The purpose of this assessment is to identify FIRST NAME's current abilities and functioning in different areas that are relevant to HISHER education. This will assist the IEP team in their decisions regarding eligibility for special education services and, if appropriate, to develop a personalized learning plan that supports the areas that HESHE struggles most with while supporting and building on HISHER strengths. All of the data collected in this evaluation will be interpreted in relation to IDEA educational disability criteria to determine if FIRST NAME presents with an educational disability. Areas of suspected disability assessed within this evaluation include: Areas of Suspected Disability. Currently FIRST NAME does not receive special education services. The results of this assessment may be a recommendation for special education services or continued placement in the general education setting without special education support. All information and assessment results are confidential.

x

REASON FOR REEVALUATION

FIRST NAME was referred for psychoeducational evaluation due to state timeline requirements and to assess current functioning. This assessment is a tool to help the Individualized Education Plan (IEP) team understand FIRST NAME's unique learning style and needs. It will also help the IEP team determine if HISHER unique learning style is consistent with any educational disabilities. The Individuals with Disabilities Education Act (IDEA) ensures a free and appropriate public education (FAPE) for all children with educational disabilities aged 3-21. California further guarantees these rights in the California Education Code (Part 30, Section 56000 et seq.), which outlines the state's special education framework. To qualify for special education services under IDEA and California law, a student must be identified with an educational disability listed in IDEA and this disability must significantly impact their ability to learn in a general education setting. These students, therefore, require support and instruction above and beyond what is available to all students.

An assessment plan was sent to PARENT NAME on AP Sent. The signed assessment plan granting consent for assessment was received from PARENT NAME on AP Received. The purpose of this assessment is to identify FIRST NAME's current abilities and functioning in different areas that are relevant to HISHER education. This will assist the IEP team in their decisions regarding eligibility for special education services and, if appropriate, to develop a personalized learning plan that supports the areas that HESHE struggles most while supporting and building on HISHER strengths. All of the data collected in this evaluation will be interpreted in relation to IDEA educational disability criteria to determine if FIRST NAME presents with an educational disability. Currently FIRST NAME receives special education services and meets eligibility criteria as a student with Current Eligibility, including Current Services within Educational Setting. Additional Areas of Suspected Disability? All information and assessment results are confidential.

EVALUATION QUESTIONS

This evaluation will address the following evaluation questions:

- How does FIRST NAME's developmental, social, and educational history impact HISHER current functioning in the educational setting?
- What is FIRST NAME's current cognitive, psychological processing, academic, adaptive, and social-emotional and behavioral functioning?
- Is there alignment between FIRST NAME's current functioning and any educational disabilities, as described in the California Educational Code and IDEA?
- How do areas of weakness or need, if any, impact FIRST NAME's ability to access the general education curriculum, and what does FIRST NAME need to support these areas?

ASSESSMENT TOOLS & BATTERY

Qualitative observations of FIRST NAME in the classroom, testing, and unstructured environments
Review of Student Educational Records, including:

- Report cards
- Behavioral and Discipline History
- Counseling and Guidance
- Standardized testing results
- Intervention data
- Hearing and Vision Screening
- XXXX add any additional relevant sources

Parent and Teacher Questionnaire
Parent Interview - Date XX/XX/XXXX
Teacher Interview - Date XX/XX/XXXX
Student Interview - Date XX/XX/XXXX
Outside Provider Interview - Date XX/XX/XXXX
Review of Work Samples
Developmental History - completed by District Nurse
Review of Previous Assessments
Review of Outside Evaluations

Standardized Assessments - Cognitive Ability

Comprehensive Test of Nonverbal Intelligence, Second Edition (CTONI-2)
Developmental Assessment of Young Children, Second Edition (DAYC-2)
Differential Ability Scales, Second Edition (DAS-II) - Early Years
Developmental Profile, Fourth Edition (DP-4)
Kaufman Assessment Battery for Children, Second Edition Normative Update (KABC-2 NU)
Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
Wechsler Abbreviated Scale of Intelligence, Second Edition (WASI-II)
Wechsler Adult Intelligence Scale, Fifth Edition (WAIS-V)
Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V)
Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)
Assessed via Alternative Means in compliance with Larry P. v Riles

Standardized Assessments - Psychological Processing

Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)
Beery-Buktenica Developmental Test of Visual Perception (VMI-V)
Beery-Buktenica Developmental Test of Motor Coordination (VMI-MC)
Cognitive Assessment System - Second Edition (CAS-2)
Comprehensive Test of Phonological Processing - Second Edition (CTOPP-2)
Conners Continuous Performance Test - Third Edition (Conners CPT-3)
Conners Continuous Auditory Test of Attention (Conners CATA)
Conners Kiddie Continuous Performance Test - Second Edition (Conners K-CPT 2)
Developmental Profile - Fourth Edition (DP-4)
Test of Auditory Processing Skills - Fourth Edition (TAPS-4)
Test of Auditory Processing Skills, Spanish-Bilingual Third Edition (TAPS-3: SBE)
Tests of Dyslexia (TOD) - Comprehensive
Tests of Dyslexia (TOD) - Early
Test of Visual Perceptual Skills - Fourth Edition (TVPS-4)
Wide-Range Assessment of Memory and Learning - Third Edition (WRAML-3)
Woodcock-Muñoz Language Survey, Third Edition (WMLS-3)
Woodcock Johnson Test of Oral Language - Fourth Edition (WJ-IV OL)

Standardized Assessments - Academic Functioning

Wechsler Individual Achievement Test, Fourth Edition (WIAT-4)
Kaufman Test of Educational Achievement (KTEA-3)
Woodcock Johnson Test of Achievement - Fourth Edition (WJ-IV ACH)
Batería IV Woodcock-Muñoz (Batería IV)
Student Annual Needs Determination Inventory (SANDI)

Standardized Assessments - Social-Emotional and Adaptive Functioning

Adaptive Behavior Assessment System - Third Edition (ABAS-3)
Autism Spectrum Rating Scales (ASRS)
Autism Diagnostic Observation Schedule - Second Edition (ADOS-2)
Behavior Assessment System for Children - Third Edition (BASC-3)
Childhood Autism Rating Scale - Second Edition (CARS-2)
Child Depression Inventory -Second Edition (CDI-2)
Comprehensive Executive Function Inventory (CEFI)
Conners Early Childhood (Conners-EC)
Conners Fourth Edition (Conners-4)
Developmental Profile - Fourth Edition (DP-4)
Scales for Assessing Emotional Disturbance, Third Edition (SAED-3)
Vineland Adaptive Behavior Scales - Third Edition (Vineland-3)

STRENGTHS

Numerous strengths were identified by FIRST NAME's team.

Parent Reported Strengths:

Teacher Reported Strengths:

Student Reported Strengths:

Strengths Observed by Psychologist:

BACKGROUND INFORMATION

Information regarding a student's developmental history is necessary to understand the potential impact of the prenatal and early life environments on a student's overall development and functioning. Sometimes developmental delays are evident in early childhood, and these may impact later educational performance. Furthermore, when eligibility consideration is given to children with significant or atypical medical histories, a review of health records is necessary. The following is information taken into consideration for this evaluation.

Developmental History

Based on parent input, FIRST NAME'S developmental history included the following:

Pregnancy, Labor, and Delivery	**Include if there were any complications, premature birth, or delivery concerns
Health during Infancy	**Note if there were any congenital health concerns or complications in infancy
Developmental Milestone Attainment	**Can make a list with ages, but also try to describe more qualitatively. Make sure to include if there were areas of typical or advanced development
Early Temperament	**Quick description
Early Social Interactions and Behavior	**Particularly relevant to Autism and ID, but helpful for all. May be very brief.

Medical History

**Document significant past or current medical conditions, particularly chronic or acute health problems listed under OHI criteria (e.g., asthma, ADHD, epilepsy, diabetes, heart conditions). Include information on vision and hearing screenings/evaluations (dates, results). List current medications, dosages, and perceived effects/side effects. Note any relevant diagnoses provided by medical professionals (obtain written reports from parents or with a release when possible)

Family/Social History

**Describe family structure, cultural background (if relevant to understanding the student's presentation or assessment performance), significant family events (e.g., moves, losses, stressors),

student's relationships with peers (friendships, social difficulties), and engagement in extracurricular activities, hobbies, or interests.

Neurodiversity/Strength Note: Pay particular attention to student interests and passions, as these can be significant strengths and motivators. Consider protective factors like social supports alongside potential adverse experiences.

Educational History

**List previous schools attended, patterns of attendance, history of academic performance (report card grades, standardized test scores, work samples), grade retentions (if any), previous special education services or 504 plans (if applicable), and summaries of past teacher concerns or reports.

Language Information

**Provide information related to the student's primary language.
Note: language(s) spoken at home by adults and by student, data relevant to language ability (e.g., ELPAC scores, reference current or past relative proficiency testing), and language used for testing

Academic Progress and Performance

**Include report cards, standardized test scores, etc. with a short description of overall progress

Social-Emotional & Behavioral History in the School Setting

**Include information related to behavioral/discipline incidents, summary of classroom behavior concerns, general education or special education behavior supports (e.g., Tier II or Tier III PBI, BI services, etc.)

Intervention History and Response

**Provide information related to history of interventions (e.g., tutoring, EMT/MTSS tiers – document specific interventions, duration, frequency, and student response data)

x *Summary of Previous Evaluations*

**Briefly summarize past psychoeducational evaluations, and (if applicable) outside evaluations provided by parents (e.g., outside psych evals, IRC data, etc.)

x *Special Education History*

**Include information like date of entry, history of services and supports, placement/setting, and response to services.

- Progress on goals
- Service increase/reduction history
- Accommodation usage/needs

INTERVIEWS

Parent Interview/Guardian Interview

PARENT NAME completed a parent interview [questionnaire/via phone/in person] on XX/XX/XXXX to provide background information on FIRST NAME's overall functioning at home.

**Areas to include:

- Educational functioning in the home setting
  - Historical academic struggles and/or areas of strength
  - Student response to past interventions or special education services
  - Homework - level of support needed, behavioral reactions, how long to complete
- Social-Emotional and Behavioral Functioning
  - Overall description
  - Student interests and hobbies
  - Social engagement in the home setting (e.g., with parents, siblings, in community)
  - Behavior concerns and/or strengths in the home and community settings
  - Concerns related to mood, mental health, resilience, executive functioning and attention
- Parent's Goals/Hopes for Student
  - Goals for student's future
  - Areas of skill development and growth
  - Independence goals

**Make sure to get both parents input/interview if divorced or separated

x *Teacher Interview*

Teacher name provided the following information related to FIRST NAME's functioning in the classroom setting:

Academic Skills in Reading: **Can include areas of concerns, areas of growth or lack of growth, or functioning relative to grade level standards.

Academic Skills in Math:
Academic Skills in Writing:

Social-Emotional and Behavioral Functioning: **Can include: classroom behavior, participation in group or classroom activities, ability to make and maintain friends, emotional sensitivity or reactivity, low frustration tolerance, etc.; may be very brief if there are no concerns

School Habits and Attention: **Can include: attention, memory/retention, work stamina, initiative, work completion, attendance, etc; may be very brief if there are no concerns

Adaptive Skills: **Can include: the student's ability to take care of his/her day to day needs, functional communication skills, and ability to function at school and/or in the classroom, ect.; this may be very brief if there are no concerns.

Additional Information: *Delete if none is provided

Teacher Interview - Teacher Name, Subject

**This is for secondary teachers. Copy/Paste for as many teachers as needed
Teacher name provided the following information related to FIRST NAME's functioning in the classroom setting:

Academic Skills: *Related to subject taught. Can include areas of concerns, areas of growth or lack of growth, or functioning relative to grade level standards.

Social-Emotional and Behavioral Functioning: **Can include: classroom behavior, participation in group or classroom activities, ability to make and maintain friends, emotional sensitivity or reactivity, low frustration tolerance, etc.; may be very brief if there are no concerns

School Habits and Attention: **Can include: attention, memory/retention, work stamina, initiative, work completion, attendance, etc; may be very brief if there are no concerns

Adaptive Skills: **Can include: the student's ability to take care of his/her day to day needs, functional communication skills, and ability to function at school and/or in the classroom, ect.; this may be very brief if there are no concerns.

Additional Information: *Delete if none is provided

x *Special Education Teacher/Case Carrier*

- Progress on past IEP goals
- Accomodation usage and needs
- Recent increases or changes to services?
- Response to Interventions/Services (bx in SAI, overall progress)
- Student vocational goals

Student Interview - Elementary

**Areas to include:

- Strengths, Hobbies, and Interests
- Perceptions of Academic Performance (e.g., Learning strategies and study habits, areas of academic strength and weakness, perception of how difficulties affect them in and out of school)
- Social-emotional functioning (e.g., friendships, interactions with teachers, feelings about school, any worries or anxieties, and coping mechanisms
- Goals and wishes - both for the future, and what they would like to see change or what would help them to be more successful or happier at school

Focus on understanding their basic perceptions of learning, social interactions, and their feelings about school using developmentally appropriate language. Their responses, even if brief, can reveal significant insights into their classroom experience and emotional well-being, providing a crucial student voice for the report.

Student Interview - Secondary

**Areas to include:

- Strengths, Hobbies, and Interests
- Perceptions of Academic Performance (e.g., Learning strategies and study habits, areas of academic strength and weakness, perception of how difficulties affect them in and out of school)
- Social-emotional functioning (e.g., friendships, interactions with teachers, feelings about school, any worries or anxieties, and coping mechanisms
- Goals and wishes - both for the future, and what they would like to see change or what would help them to be more successful or happier at school. Important to explore vocational skills and interests

Focus on their understanding of their own learning style, academic strengths and weaknesses across different subjects, and their use of executive functioning skills (e.g., organization, time management). Explore their social relationships in and out of school, their future aspirations, and any anxieties or stressors they may be experiencing. Their insights into their own academic challenges and preferred support strategies are invaluable for developing legally defensible recommendations that align with their goals and promote self-advocacy.

Student Interview - Non-verbal/Significantly Impacted Student

** For non-verbal or significantly low-functioning students, the "interview" shifts to a preference assessment and observation-based approach. This involves systematically presenting choices (e.g., preferred activities, sensory items, communication tools) and observing their responses (e.g., gaze, reaching, vocalizations, body orientation) to determine preferences and motivations. Interviewing those who know the student well (parents, teachers) about the student's typical communication, routines, and responses to various stimuli is crucial. Documenting these observations and the systematic methods used to ascertain preferences provides legally defensible evidence of an attempt to understand the student's perspective and needs, even in the absence of traditional verbal communication. These findings are critical for designing meaningful and engaging interventions within the evaluation.

Interview with Relevant Outside Providers

Include interview data with outside providers (e.g., therapists, ABA providers, etc)

OBSERVATIONS

The observation of relevant behaviors by qualified personnel in appropriate settings, including within the classroom, within the testing environment, and within unstructured or social settings such as recess or lunch, is necessary for determining patterns of behavior that contribute to or may be limiting to learning.

Classroom Observations

**Make sure that at least two classroom observations are completed, especially in areas of academic or behavioral need

Summary of Classroom Observations

Attention and Engagement	*On-task behavior, focus, distractibility, ability to follow directions
Participation	*Volunteering answers, asking questions, contributing to discussions, task latency,
Work Habits	*Starting tasks, persistence, work completion, organization of materials, seeking help appropriately
Behavior and Activity Level	*Compliance with rules, activity level, emotional regulation, coping strategies observed.
Social Interactions	*Communication and interaction with the teacher and peers (initiating, responding, cooperating, conflicts)
Strengths	*What did they do well?
Areas of Need	*What stood out as concerns/problematic behavior
Comparison to Typical Peer	Relative to a typical peer within the same setting, FIRST NAME *Comparison to typical student for context

Unstructured Observations

**Make sure to complete at least one unstructured observation, ideally in an area of concern

Testing Observations - Psychoeducational Testing

*Note the testing location and testing conditions (e.g., quiet,/loud, often interrupted, number of testing sessions, session duration, ect)

Activity Level	**Note hyperactive, hypoactive, response to prompts
Attention	*Include how attention changed as task demand/duration increased
Behavior	*Can include impulsivity, rushing through things, emotional dysregulation, etc.
Social Engagement	*Can include things like eye-contact, conversational reciprocity, shyness/slow to warm, excessive socialization with examiner
Stamina	*How do they respond to increased task duration?

Frustration Tolerance	*How do they respond to increased task demand?
Additional Observations	*Anything else that stood out?
Comparison to Other Settings	*Discuss how testing behaviors stack up against classroom behavior.

**Note how student behavior during testing did or did not impact scores/performance on testing

Testing Observations - Academic Testing

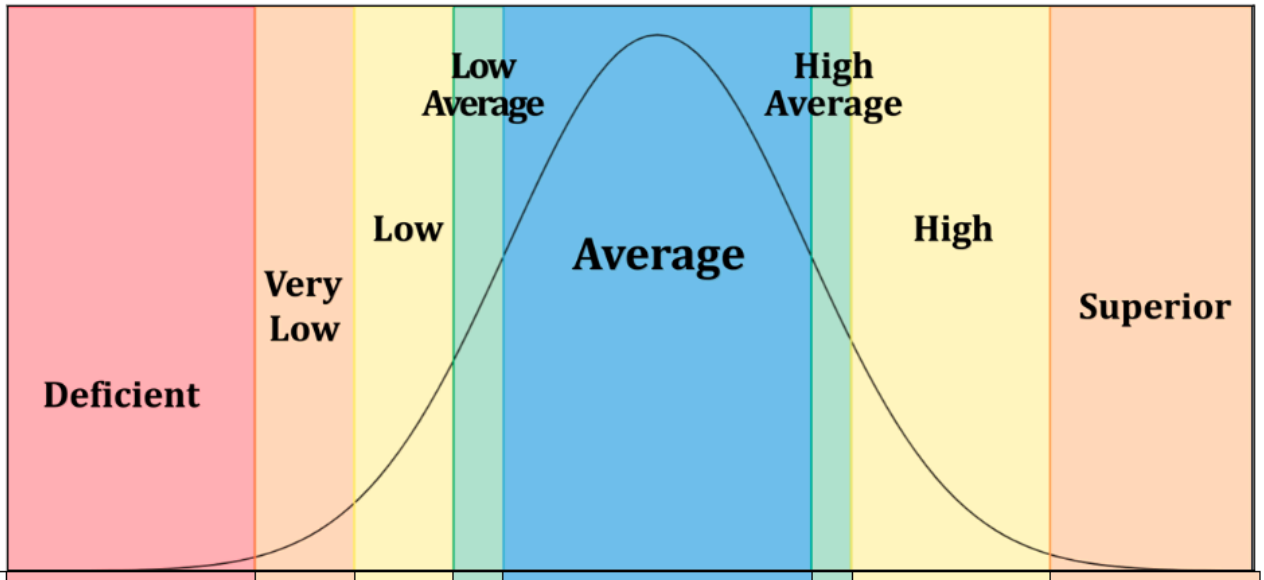
Academic testing was completed by Special Education Teacher's Name. The following relevant behaviors were observed:
**Have teacher give you/add in a brief paragraph about testing observations

ASSESSMENT RESULTS

The results of FIRST NAME's performance on all administered norm-referenced standardized assessments are presented below. Norm-referenced standardized assessment instruments yield test results that compare an individual child's performance to that of the general population of children his or her age or grade. All test scores described in this evaluation are age-referenced. Assessment results below are presented as Standard Scores, Scaled Scores, Percentile Ranks, and T-Scores.

- **Standard scores** are raw scores that have been converted to describe performance relative to average performance, where a Standard Score has a mean of 100, which is considered perfectly average, and a standard deviation of 15. This is done so that the scores can be compared at age groups by converting the scores to the same numerical scale. These scores reflect a child's rank compared to others. They indicate how far above or below the mean or average the individual scores fall.
- Psychoeducational tests are typically made of several mini-tests, or subtests, which assess specific skill areas. **Scaled scores** are used to report subtest scores. Scaled scores that have a mean of 10 and a standard deviation of 3.
- **Percentile rank reflects** the rank of the student compared to others the same age. For example, a percentile score of 75 indicates that 75% of the students who took the same standardized test received the same score or lower.
- **T-scores** are a type of standardized score, where 50 is the mean with a standard deviation of 10. A high T-score can indicate something adaptive or maladaptive depending on what it is measuring. For instance, a high score on aggressiveness is maladaptive, whereas a high T-score on social skills would be adaptive.

- **Descriptive Categories** are qualitative terms that are employed to describe a student's performance compared with same-age peers. There is poor congruence in descriptive categories used across different standardized tests, leading to possible confusion for readers and difficulty comparing performance across tests from different publishers. Descriptive categories associated with each assessment will be reported with fidelity to publisher description with charts located in the appendix alongside data tables, however, the below graph is a helpful visual to understand how standard scores, scaled scores, and percentile ranks reported within this assessment relate to the general population. Additionally, for those assessments that do not employ descriptive categories, the below terms will be used for ease of interpretation.



	Deficient	Very Low	Low	Low Avg.	Average	High Avg.	High	Superior
Standard Score	<60	60-69	70-79	80-84	85-115	116-120	131-145	>146
scaled scores	1	2-3	4-5	6	7-13	14-16	17 - 18	19-20
Percentile	<0.4	0.4-2	0.1-1.9	2-5	16-84	85-98	99-99.9	>99.9

The following table describes T-Scores relative to descriptors:

Clinical Scales Descriptors	T-Score	Adaptive Scales Descriptors
Clinically Significant	>70	Average
At-Risk	69-60	Average
Average	59-40	Average
Average	39-31	At-Risk

Average	<30	Clinically Significant

COGNITIVE DEVELOPMENT AND ABILITIES

To understand how FIRST NAME learns, we looked at how HESHE processes information through HISHER hearing, sight, and touch, and how HESHE uses this information to solve problems. We included information about FIRST NAME's thinking and reasoning skills to get a more complete picture of how HESHE processes information. This also helps us determine if HESHE might meet the criteria for certain educational disabilities. It's important to remember that thinking skills can change and develop over time. They are shaped by both a person's brain development and HISHER experiences. The brain, especially in children, is always learning and adapting. Therefore, the results in this section, like all the results in this report, show FIRST NAME's current abilities, which may change with new experiences and support.

Kaufman Assessment Battery for Children - Second Edition, Normative Update (KABC-2 NU) - Ages 3-6

FIRST NAME was administered the Kaufman Assessment Battery for Children, Second Edition, Normative Update (KABC-2 NU) to assess HISHER cognitive abilities and informational processing skills. The KABC-2 NU is a comprehensive measure of mental processing and cognitive ability of children and adolescents aged 3-18 years of age, and helps to determine a student's cognitive strengths and weaknesses. The KABC-2 NU measures a range of abilities which are relevant to understanding students who are having educational problems. The KABC-2 NU provides ability scores in these domains as well as an overall indicator of cognitive functioning.

The **Sequential Index (Gsm)** for young children measures FIRST NAME's ability to process information presented in a specific order and to remember short sequences of auditory or visual stimuli. This includes skills like remembering a series of hand movements or word order. In an early learning environment, these skills are important for learning rhymes and songs, following simple multi-step directions, and developing foundational skills for later literacy and numeracy, such as remembering the order of sounds in words. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**) which means HISHER ability to process and recall information in sequence is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Sequential Index			**XXXX**
Number Recall			**XXXX**
Word Order			**XXXX**

The **Simultaneous Processing Scale (Gv)** for young children measures FIRST NAME's ability to perceive and integrate visual and spatial information as a whole, understanding how parts fit together

to form a complete pattern or concept. This often involves solving visual puzzles or recognizing relationships between objects. In an early learning environment, these skills support activities such as recognizing shapes and letters, completing puzzles, understanding simple visual patterns, and developing early spatial awareness. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**) which means HISHER ability to integrate and synthesize visual or spatial information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Simultaneous Index			**XXXX**
Conceptual Thinking			**XXXX**
Rover			**XXXX**
Triangles			**XXXX**
Pattern Reasoning			**XXXX**
Face Recognition			**XXXX**

The **Learning Ability Scale (Glr)** for young children assesses FIRST NAME's capacity to learn new associations, often between visual stimuli and verbal labels, and to retrieve this information after a short delay. This reflects HISHER ability to benefit from learning experiences and remember newly acquired information. In an early learning environment, these skills are essential for learning the names of objects, colors, and people, acquiring basic concepts, and remembering routines and simple instructions. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**) which means HISHER ability to learn and later recall new information isis XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Learning Index			**XXXX**
Atlantis			**XXXX**
Rebus			**XXXX**

The **Knowledge Index (Gc),** also referred to as Crystallized Ability, measures FIRST NAME's breadth and depth of acquired knowledge, verbal concept formation, and vocabulary. This includes HISHER

understanding of general information and concepts that are typically learned through education, cultural experiences, and language development. In the classroom, these skills are crucial for understanding teacher explanations and written materials, participating in discussions, comprehending what is read, and expressing ideas clearly with a well-developed vocabulary. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER store of acquired knowledge and verbal skills is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Knowledge Index			**XXXX**
Verbal Knowledge			**XXXX**
Riddles			**XXXX**

The **Mental Processing Index (MPI)** from the KABC-II NU provides an overall estimate of FIRST NAME's cognitive processing abilities based on Luria's neuropsychological model. It integrates HISHER performance on tasks requiring sequential processing (handling information in order), simultaneous processing (seeing whole patterns and concepts), learning ability (acquiring and retaining new information), and, for older children, planning ability (solving novel problems strategically). This MPI reflects HISHER general capacity to mentally process different types of information, which is fundamental for learning and problem-solving in academic settings. FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall cognitive functioning is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
MPI			**XXXX**

The **Fluid-Crystallized Index (FCI)** from the KABC-II NU provides an overall estimate of FIRST NAME's cognitive abilities based on the Cattell-Horn-Carroll (CHC) theory of intelligence. It integrates HISHER performance on a range of broad cognitive abilities, including fluid reasoning (Gf), acquired knowledge (Gc), short-term memory (Gsm), visual processing (Gv), and long-term storage and retrieval (Glr). This FCI reflects HISHER general capacity for reasoning, problem-solving, and learning across various domains. FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall cognitive functioning is XXXX other students HISHERage.

Scale	Standard Score/	Percentile	Descriptive Category

	scaled score		
FCI			**XXXX**

Kaufman Assessment Battery for Children - Second Edition, Normative Update (KABC-2 NU) - Ages 7-18

FIRST NAME was administered the Kaufman Assessment Battery for Children, Second Edition, Normative Update (KABC-2 NU) to assess HISHER cognitive abilities and informational processing skills. The KABC-2 NU is a comprehensive measure of mental processing and cognitive ability of children and adolescents aged 3-18 years of age, and helps to determine a student's cognitive strengths and weaknesses. The KABC-2 NU measures a range of abilities which are relevant to understanding students who are having educational problems. The KABC-2 NU provides ability scores in these domains as well as an overall indicator of cognitive functioning.

The **Sequential Processing Scale (Gsm)** measures FIRST NAME's ability to process information in a step-by-step, serial order and to remember sequences of stimuli. This involves taking in and holding a series of discrete pieces of information, and then using that sequence to solve a problem or complete a task. In the classroom, these skills are crucial for following multi-step directions, learning to spell, decoding words, remembering factual information in order (like phone numbers or historical events), and performing mathematical calculations. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to process and recall information in sequence is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Sequential Index			**XXXX**
Number Recall			**XXXX**
Word Order			**XXXX**

The **Simultaneous Processing Scale (Gv)** measures FIRST NAME's ability to process information in a holistic, often spatial, manner, integrating and synthesizing multiple pieces of information at once to understand the overall concept or pattern. This involves seeing how different parts relate to create a whole, and understanding complex visual patterns or relationships. In the classroom, these skills are important for understanding the main idea of stories or texts, grasping part-whole relationships in mathematics (like fractions), reading maps or diagrams, and organizing visual information. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to integrate and synthesize visual or spatial information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Simultaneous Index			**XXXX**
Rover			**XXXX**
Triangles			**XXXX**
Block Counting			**XXXX**

The **Learning Ability Scale (Glr)** measures FIRST NAME's ability to learn new information, store it, and then retrieve it efficiently, often after a delay. This assesses how well FIRST NAME can acquire new declarative knowledge, such as names associated with unfamiliar visual stimuli or concepts taught during the assessment. In the classroom, these skills are fundamental for acquiring new vocabulary, learning academic subject matter, remembering information from one day to the next, and benefiting from new instruction. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to learn and later recall new information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Learning Index			**XXXX**
Atlantis			**XXXX**
Rebus			**XXXX**

The **Planning Ability Scale (Gf)** measures FIRST NAME's ability to engage in higher-level problem-solving, including developing effective strategies, monitoring performance, inhibiting impulsive responses, and flexibly adapting approaches to solve novel or complex tasks. This involves executive functions that help organize behavior and direct cognitive resources. In the classroom, these skills are critical for organizing assignments, managing long-term projects, thinking through complex problems systematically, and regulating HISHER own learning process. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to plan and solve novel problems is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Planning Index			**XXXX**
Story Completion			**XXXX**

Pattern Reasoning			**XXXX**

The **Knowledge Index (Gc),** also referred to as Crystallized Ability, measures FIRST NAME's breadth and depth of acquired knowledge, verbal concept formation, and vocabulary. This includes HISHER understanding of general information and concepts that are typically learned through education, cultural experiences, and language development. In the classroom, these skills are crucial for understanding teacher explanations and written materials, participating in discussions, comprehending what is read, and expressing ideas clearly with a well-developed vocabulary. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER store of acquired knowledge and verbal skills is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Knowledge Index			**XXXX**
Verbal Knowledge			**XXXX**
Riddles			**XXXX**

The **Mental Processing Index (MPI)** from the KABC-II NU provides an overall estimate of FIRST NAME's cognitive processing abilities based on Luria's neuropsychological model. It integrates HISHER performance on tasks requiring sequential processing (handling information in order), simultaneous processing (seeing whole patterns and concepts), learning ability (acquiring and retaining new information), and, for older children, planning ability (solving novel problems strategically). This MPI reflects HISHER general capacity to mentally process different types of information, which is fundamental for learning and problem-solving in academic settings. FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall cognitive functioning is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Mental Processing Index			**XXXX**

The **Fluid-Crystallized Index (FCI)** from the KABC-II NU provides an overall estimate of FIRST NAME's cognitive abilities based on the Cattell-Horn-Carroll (CHC) theory of intelligence. It integrates HISHER performance on a range of broad cognitive abilities, including fluid reasoning (Gf), acquired knowledge (Gc), short-term memory (Gsm), visual processing (Gv), and long-term storage and retrieval (Glr). This FCI reflects HISHER general capacity for reasoning, problem-solving, and learning across various

domains. FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall cognitive functioning is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Fluid-Crystallized Index			**XXXX**

Kaufman Assessment Battery for Children - Second Edition, Normative Update (KABC-2 NU) – Nonverbal Index

The Kaufman Assessment Battery for Children, Second Edition Normative Update (KABC-II NU) is an individually administered clinical instrument designed to assess the cognitive abilities of children and adolescents aged 3 years 0 months through 18 years 11 months. It is grounded in a dual theoretical foundation, allowing for interpretation from either the Luria neuropsychological model of processing or the Cattell-Horn-Carroll (CHC) model of broad and narrow abilities.

The **Nonverbal Index (NVI)** of the KABC-II NU measures FIRST NAME's general cognitive ability using subtests that require minimal verbal instruction from the examiner and no verbal responses from FIRST NAME. This index is designed to provide a fair assessment of cognitive functioning for children who may have language difficulties, hearing impairments, or are from culturally or linguistically diverse backgrounds. In the classroom or learning environments, these nonverbal reasoning and problem-solving skills are important for understanding concepts presented visually, learning through demonstration, and engaging with materials that do not heavily rely on spoken or written language. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to solve problems and reason using nonverbal information is XXXX other individuals HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Nonverbal Index			**XXXX**
Story Completion			**XXXX**
Triangles			**XXXX**
Block Counting			**XXXX**
Hand Movements			**XXXX**

Kaufman Brief Intelligence Test, Second Edition (KBIT-2)

The Kaufman Brief Intelligence Test, Second Edition (KBIT-2) is a brief, individually administered measure of verbal and nonverbal intelligence. It provides a quick estimate of cognitive abilities, yielding three scores: Verbal Knowledge, Nonverbal Matrices, and an overall Composite score. The KBIT-2 is often used as a screening tool to identify individuals who may require more comprehensive cognitive assessment or to provide a general understanding of intellectual functioning.

The **Verbal Index** measures crystallized intelligence and assesses an individual's verbal concept formation, vocabulary, and general information. It typically involves tasks such as identifying pictures that represent specific words or concepts, and verbal comprehension. This index reflects learned knowledge and verbal reasoning abilities. On this subtest, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER verbal reasoning ability is significantly weaker than other individuals HISHER age.

The **Nonverbal Index** measures fluid intelligence and assesses an individual's ability to solve novel, nonverbal problems. It involves completing a visual pattern or sequence by identifying the missing element, which reflects abstract reasoning, problem-solving skills, and the ability to perceive relationships among visual stimuli. On this subtest, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER abstract reasoning ability is significantly weaker than other individuals HISHER age.

Incorporating all of these data, the KBIT-2 yields a composite score, offering a general estimate of FIRST NAME's intellectual ability. FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall cognitive ability is XXXX other individuals HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Verbal Index			**XXXX**
Nonverbal Index			**XXXX**
IQ Composite			**XXXX**

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

The Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) is an individually administered, comprehensive clinical instrument designed to assess the cognitive abilities of children aged 6 years 0 months through 16 years 11 months. The WISC-V presents a variety of subtests that are combined to provide an overall measure of general intellectual ability, known as the Full Scale IQ (FSIQ). Beyond the FSIQ, the WISC-V offers valuable insights into a child's specific cognitive strengths and weaknesses. The

assessment is recognized for its strong psychometric properties and its utility in understanding how a child processes information and approaches novel problem-solving tasks.

The **Verbal Comprehension Index (VCI)** measures FIRST NAME's ability to use and understand verbal information, think in words, and express HISHERself verbally. This includes HISHER vocabulary knowledge, ability to understand and explain concepts, and verbal reasoning skills. In the classroom, these skills are crucial for understanding teacher explanations, participating in discussions, reading comprehension, and expressing ideas clearly both orally and in writing. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**),, which means HISHER ability to understand and use verbal information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Verbal Comprehension			**XXXX**
Similarities			**XXXX**
Vocabulary			**XXXX**

The **Visual Spatial Index (VSI)** assesses FIRST NAME's ability to analyze and manipulate visual patterns, as well as HISHER visual-motor coordination and spatial reasoning skills. This involves tasks like solving visual puzzles, understanding part-whole relationships, and mentally rotating objects. In the classroom, these skills are important for subjects like geometry and science, reading maps and graphs, and tasks requiring visual organization or design. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to perceive and work with visual information and spatial relationships is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Visual Spatial			**XXXX**
Block Design			**XXXX**
Visual Puzzles			**XXXX**

The **Fluid Reasoning Index (FRI)** looks at FIRST NAME's ability to solve novel problems using reasoning skills, including identifying underlying conceptual relationships among visual objects and applying rules. These skills involve understanding patterns, making logical inferences, and solving problems that are not primarily dependent on prior knowledge. In the classroom, these skills support mathematical problem-solving, understanding cause-and-effect relationships, and thinking critically about new information. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**,

Percentile Rank **XX**), which means HISHER ability to reason abstractly and solve new problems is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Fluid Reasoning			**XXXX**
Matrix Reasoning			**XXXX**
Figure Weights			**XXXX**

The **Working Memory Index (WMI)** measures FIRST NAME's ability to hold information in mind temporarily while performing some mental operation or manipulation with it. This involves auditory and visual working memory, attention, and concentration. In the classroom, these skills are essential for following multi-step instructions, performing mental arithmetic, remembering what HESHE has just read, and staying focused on tasks. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to hold and manipulate information in HISHER mind is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Working Memory			**XXXX**
Digit Span			**XXXX**
Picture Span			**XXXX**

The **Processing Speed Index (PSI)** assesses FIRST NAME's speed and efficiency in processing simple visual information and performing routine mental tasks, requiring focused attention and rapid responding. This often involves quickly scanning and discriminating between visual stimuli or performing simple clerical-type tasks under timed conditions. In the classroom, these skills can impact how quickly FIRST NAME completes assignments, takes notes, and performs on timed tests. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER speed of mental and graphomotor processing is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Processing Speed			**XXXX**
Coding			**XXXX**

Symbol Search			**XXXX**

The **WISC-V Full Scale IQ (FSIQ)** score is derived from performance across these five index areas and serves as an overall estimate of FIRST NAME's general cognitive ability. When FIRST NAME's performance across these cognitive domains is generally similar, the FSIQ is considered a good indicator of HISHER overall intellectual functioning. However, if there are significant differences between the index scores, the FSIQ may be less meaningful as a single summary score.

Because FIRST NAME's scores on WISC FSIQ are generally consistent across the five areas, HISHER Full Scale score in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**) can be considered a good measure of overall ability.

Scale	Standard Score	Percentile	Descriptive Category
FSIQ			**XXXX**

*** Or, if there is significant discrepancy between index scores, explain why the GAI may be a better (scoring on the second page under Ancillary and Complementary Analysis)

The **WISC–V General Ability Index (GAI)** provides a summary score that is less sensitive to the influence of working memory and processing speed. For some children with learning disabilities, attentional problems, or other neuropsychological issues, concomitant working memory and processing speed deficiencies lower the FSIQ. Due to concerns in these areas, the GAI presents as a more accurate measure of FIRST NAME's overall cognitive functioning. On this measure, HISHER score in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**) can be considered a good measure of overall ability.

Scale	Standard Score	Percentile	Descriptive Category
GAI			**XXXX**

The **Storage and Retrieval Index (SRI)** provides a broad estimate of FIRST NAME's long-term storage and retrieval accuracy and fluency. This ability to store and accurately retrieve information from long-term memory impacts reading, writing, and math performance within the classroom. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to store and retrieve information is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Storage & Retrieval Index			**XXXX**

Naming Speed Index			**XXXX**
Symbol Translation Index			**XXXX**

The **Cognitive Proficiency Index (CPI)** is a composite score that reflects FIRST NAME's efficiency in processing cognitive information, including subtests assessing working memory and processing speed. In the classroom, these skills can impact how easily FIRST NAME learns new material, rapid problem-solving, and academic efficiency. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER cognitive efficiency and processing speed is XXXX other students HISHER ability.

Scale	Standard Score	Percentile	Descriptive Category
Cognitive Proficiency Index			**XXXX**

x *Wechsler Adult Intelligence Scale - Fifth Edition (WAIS-V)*

The Wechsler Adult Intelligence Scale - Fifth Edition (WAIS-5) is an individually administered, comprehensive clinical instrument for assessing the intelligence of adolescents and adults ages 16 years, 0 months through 90 years, 11 months (16:0–90:11). The WAIS-V presents a variety of subtests that are combined to provide an overall measure of general intellectual ability, known as the Full Scale IQ (FSIQ). Beyond the FSIQ, the WISC-V offers valuable insights into a student's specific cognitive strengths and weaknesses. The assessment is recognized for its strong psychometric properties and its utility in understanding how a child processes information and approaches novel problem-solving tasks.

The **Verbal Comprehension Index (VCI)** measures FIRST NAME's ability to use and understand verbal information, think in words, and express HISHERself verbally. This includes HISHER vocabulary knowledge, ability to understand and explain concepts, and verbal reasoning skills. In the classroom, these skills are crucial for understanding teacher explanations, participating in discussions, reading comprehension, and expressing ideas clearly both orally and in writing. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and use verbal information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Verbal Comprehension			**XXXX**

Similarities			**XXXX**
Vocabulary			**XXXX**

The **Visual Spatial Index (VSI)** assesses FIRST NAME's ability to analyze and manipulate visual patterns, as well as HISHER visual-motor coordination and spatial reasoning skills. This involves tasks like solving visual puzzles, understanding part-whole relationships, and mentally rotating objects. In the classroom, these skills are important for subjects like geometry and science, reading maps and graphs, and tasks requiring visual organization or design. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to perceive and work with visual information and spatial relationships is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Visual Spatial			**XXXX**
Block Design			**XXXX**
Visual Puzzles			**XXXX**

The **Fluid Reasoning Index (FRI)** looks at FIRST NAME's ability to solve novel problems using reasoning skills, including identifying underlying conceptual relationships among visual objects and applying rules. These skills involve understanding patterns, making logical inferences, and solving problems that are not primarily dependent on prior knowledge. In the classroom, these skills support mathematical problem-solving, understanding cause-and-effect relationships, and thinking critically about new information. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to reason abstractly and solve new problems is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Fluid Reasoning			**XXXX**
Matrix Reasoning			**XXXX**
Figure Weights			**XXXX**

The **Working Memory Index (WMI)** measures FIRST NAME's ability to hold information in mind temporarily while performing some mental operation or manipulation with it. This involves auditory and visual working memory, attention, and concentration. In the classroom, these skills are essential for following multi-step instructions, performing mental arithmetic, remembering what HESHE has just

read, and staying focused on tasks. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to hold and manipulate information in HISHER mind is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Working Memory			**XXXX**
Digit Sequencing			**XXXX**
Running Digits			**XXXX**

The **Processing Speed Index (PSI)** assesses FIRST NAME's speed and efficiency in processing simple visual information and performing routine mental tasks, requiring focused attention and rapid responding. This often involves quickly scanning and discriminating between visual stimuli or performing simple clerical-type tasks under timed conditions. In the classroom, these skills can impact how quickly FIRST NAME completes assignments, takes notes, and performs on timed tests. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER speed of mental and graphomotor processing is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Processing Speed			**XXXX**
Coding			**XXXX**
Symbol Search			**XXXX**

The WAIS-V **Full Scale IQ (FSIQ)** score is derived from performance across these five index areas and serves as an overall estimate of FIRST NAME's general cognitive ability. When FIRST NAME's performance across these cognitive domains is generally similar, the FSIQ is considered a good indicator of HISHER overall intellectual functioning. However, if there are significant differences between the index scores, the FSIQ may be less meaningful as a single summary score.

Because FIRST NAME's scores on WAIS FSIQ are generally consistent across the five areas, HISHER Full Scale score in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**) can be considered a good measure of overall ability.

Scale	Standard Score	Percentile	Descriptive Category
FSIQ			**XXXX**

*** Or, if there is significant discrepancy between index scores, explain why the GAI may be a better (scoring on the second page under Ancillary and Complementary Analysis)

The WAIS-V **General Ability Index (GAI)** provides a summary score that is less sensitive to the influence of working memory and processing speed. For some students with learning disabilities, attentional problems, or other neuropsychological issues, concomitant working memory and processing speed deficiencies lower the FSIQ. Due to concerns in these areas, the GAI presents as a more accurate measure of FIRST NAME's overall cognitive functioning. On this measure, HISHER score in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**) can be considered a good measure of overall ability.

Scale	Standard Score	Percentile	Descriptive Category
GAI			**XXXX**

Wechsler Preschool and Primary Scale of Intelligence - Fourth Edition (WPPSI-IV)

The Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI-IV) is an individually administered, comprehensive clinical instrument designed to assess the cognitive abilities of young children aged 2 years 6 months through 7 years 7 months. The WPPSI-IV presents a variety of subtests that are combined to provide an overall measure of general intellectual ability, known as the Full Scale IQ (FSIQ). Beyond the FSIQ, the WPPSI-IV offers valuable insights into a FIRST NAME's specific cognitive strengths and weaknesses at an early developmental stage. The assessment is recognized for its strong psychometric properties and its utility in understanding how a young child processes information and approaches novel problem-solving tasks.

The **Verbal Comprehension Index (VCI)** from the WPPSI-IV measures FIRST NAME's ability to understand and use verbal information acquired from HISHER environment, think in words, and express HISHERself verbally. This includes HISHER word knowledge and ability to understand and respond to verbal questions. In a preschool or early school setting, these skills are important for understanding teacher instructions, learning new vocabulary, and communicating HISHER needs and ideas. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and use verbal information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Verbal Comprehension			**XXXX**
Information			**XXXX**

Similarities			**XXXX**

The **Visual Spatial Index (VSI)** assesses FIRST NAME's ability to analyze and manipulate visual patterns and to solve problems using visual reasoning. This involves tasks like putting puzzles together and recreating designs with blocks. In early learning environments, these skills support activities like recognizing shapes, learning letters, and engaging in constructive play, which are foundational for later academic tasks. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to perceive and work with visual information and spatial relationships is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Visual Spatial			**XXXX**
Block Design			**XXXX**
Object Assembly			**XXXX**

The **Fluid Reasoning Index (FRI)** looks at FIRST NAME's ability to solve novel problems by identifying underlying conceptual relationships among visual objects and applying rules. These skills involve understanding 'how' or 'why' things work or go together, even when HESHE hasn't been taught it directly. In the classroom, these skills support mathematical problem-solving, understanding cause-and-effect relationships, and thinking critically about new information. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to reason abstractly and solve new visual problems is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Fluid Reasoning			**XXXX**
Matrix Reasoning			**XXXX**
Picture Concepts			**XXXX**

The **Working Memory Index (WMI)** measures FIRST NAME's ability to hold a limited amount of information in mind briefly while performing some mental operation or activity with it. This involves attention, concentration, and the ability to remember and follow instructions or sequences presented visually or orally. In a learning setting, these skills are essential for remembering instructions, recalling short stories or sequences of events, and engaging in activities that require mentally holding onto information. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile

Rank **XX**), which means HISHER ability to hold and work with information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Working Memory			**XXXX**
Picture Memory			**XXXX**
Zoo Locations			**XXXX**

The **Processing Speed Index (PSI)** evaluates FIRST NAME's speed and efficiency in processing simple visual information and performing quick motor responses. This often involves tasks where HESHE needs to quickly find or mark specific pictures. In early learning, these skills can impact how quickly FIRST NAME completes simple visual tasks, such as matching activities or finding objects in a picture. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER speed of visually identifying and responding to information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Processing Speed			**XXXX**
Bug Search			**XXXX**
Cancellation			**XXXX**

The WPPSI-IV **Full Scale IQ (FSIQ)** score is derived from performance across these five index areas and serves as an overall estimate of FIRST NAME's general cognitive ability. When FIRST NAME's performance across these cognitive domains is generally similar, the FSIQ is considered a good indicator of HISHER overall intellectual functioning. However, if there are significant differences between the index scores, the FSIQ may be less meaningful as a single summary score. Because FIRST NAME's scores on WPPSI FSIQ are generally consistent across the five areas, HISHER Full Scale score in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**) can be considered a good measure of overall ability.

Scale	Standard Score	Percentile	Descriptive Category
FSIQ			**XXXX**

*** Or, if there is significant discrepancy between index scores, explain further

Wechsler Abbreviated Scale of Intelligence - Second Edition (WASI-2)

The Wechsler Abbreviated Scale of Intelligence - Second Edition[2] (WASI-2) is an individually administered, brief measure of cognitive ability for individuals aged 6 to 90 years. It is often used for screening purposes, to quickly estimate general intellectual functioning, or when a more comprehensive assessment is not feasible or necessary. The WASI-2 can provide a Full Scale IQ score based on either two or four subtests, offering flexibility depending on the assessment needs. The following descriptions are based on the common four-subtest administration.

The **Verbal Comprehension Index (VCI)** measures *FIRST NAME*'s ability to use and understand verbal information, think in words, and express *HISHER*self verbally. This includes *HISHER* word knowledge, verbal concept formation, and verbal reasoning skills. In academic or occupational settings, these skills are important for understanding instructions, learning new information presented verbally, and communicating effectively. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER verbal comprehension skills are XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Verbal Comprehension			**XXXX**
Similarities			**XXXX**
Vocabulary			**XXXX**

The **Perceptual Reasoning Index (PRI)** assesses FIRST NAME's ability to interpret and organize visually perceived material and to solve nonverbal problems using visual reasoning. This involves skills like analyzing visual patterns, spatial reasoning, and fluid nonverbal problem-solving. These skills are relevant for tasks requiring visual problem-solving, understanding spatial relationships, and working with visual designs or patterns. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER perceptual reasoning skills are XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Perceptual Reasoning			**XXXX**
Block Design			**XXXX**

Matrix Reasoning			**XXXX**

The WASI-2 **Full Scale IQ (FSIQ-4)** score, based on all four subtests (Vocabulary, Similarities, Block Design, and Matrix Reasoning), provides an overall estimate of FIRST NAME's general cognitive ability. When FIRST NAME's performance on the VCI and PRI is generally similar, the FSIQ-4 is considered a good indicator of HISHER overall intellectual functioning. If there are significant differences between the VCI and PRI scores, the FSIQ-4 may be less meaningful as a single summary score, and HISHER abilities might be better understood by looking at the individual index scores. Because FIRST NAME's scores on WASI FSIQ are generally consistent across the five areas, HISHER Full Scale score in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**) can be considered a good measure of overall ability.

Scale	Standard Score	Percentile	Descriptive Category
FSIQ			**XXXX**

*** Or, if there is significant discrepancy between index scores, explain further

Differential Ability Scales - Second Edition (DAS-II) Early Years

The Differential Ability Scales, Second Edition (DAS-II) is a comprehensive, individually administered assessment designed to measure a wide range of cognitive abilities in children and adolescents. The **DAS-II Early Years**, for children aged 2 years 6 months to 6 years 11 months, however, it may also be used with older students who require more hands-on and manipulatives based assessments. The DAS-II provides a flexible and in-depth approach to assessing intellectual functioning, allowing for a tailored evaluation of an individual's specific cognitive strengths and weaknesses across various domains.

The **Verbal Cluster (VC)** measures FIRST NAME's ability to understand and use verbal information, think in words, and express HISHERself verbally. This includes HISHER vocabulary knowledge, ability to understand and explain concepts, and verbal reasoning skills. In the classroom, these skills are crucial for understanding teacher explanations, participating in discussions, early reading comprehension, and expressing ideas clearly both orally and in writing. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and use verbal information is XXXX other students HISHER age.

Scale	Standard Score/ T-score	Percentile	Descriptive Category
Verbal			**XXXX**
Verbal Comprehension			**XXXX**

Naming Vocabulary			**XXXX**

The **Nonverbal Cluster (NC)** measures FIRST NAME's ability to reason with novel visual information, solve problems without relying on language, and understand relationships between objects and concepts. This includes HISHER ability to analyze visual stimuli, integrate visual and motor information, and use nonverbal reasoning to solve new problems. These skills are important for tasks such as understanding spatial relationships, completing puzzles, recognizing patterns, and early mathematical concepts. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to reason with nonverbal information is XXXX other students HISHER age.

Scale	Standard Score/ T-score	Percentile	Descriptive Category
Nonverbal			**XXXX**
Picture Similarities			**XXXX**
Matrices			**XXXX**

The **Spatial Cluster (SC)** measures FIRST NAME's ability to perceive, manipulate, and reason with visual information in space. This includes HISHER capacity to visualize objects in three dimensions, mentally rotate figures, and understand spatial relationships. Strong spatial reasoning is important for subjects like geometry, art, and understanding diagrams and maps, as well as for real-world problem-solving. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to reason with spatial information is XXXX other students HISHER age.

Scale	Standard Score/ T-score	Percentile	Descriptive Category
Spatial			**XXXX**
Pattern Construction			**XXXX**
Copying			**XXXX**

FIRST NAME's overall cognitive abilities, as measured by the **General Conceptual Ability (GCA)**, reflect HISHER global intellectual functioning. The GCA is derived from a combination of the Verbal and Nonverbal Clusters and provides a broad estimate of HISHER general reasoning and problem-solving skills. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall intellectual ability is XXXX other other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
General Conceptual Ability			**XXXX**

The **Working Memory Cluster (WMC)** measures FIRST NAME's ability to hold and manipulate information in HISHER mind for a short period while simultaneously performing cognitive operations. This includes HISHER capacity to recall sequences, follow multi-step directions, and mentally track information. Strong working memory is essential for learning new concepts, attending to instructions, and engaging in problem-solving activities. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to temporarily hold and manipulate information is XXXX other students HISHER age.

Scale	Standard Score/ T-score	Percentile	Descriptive Category
Working Memory			**XXXX**
Recall of Sequential Order			**XXXX**
Recall of Digits Backward			**XXXX**

The **Processing Speed Cluster (PSC)** measures FIRST NAME's ability to rapidly and accurately perform simple, repetitive cognitive tasks. This includes HISHER quickness in processing visual information and responding to stimuli, which reflects the efficiency of HISHER cognitive processing. Efficient processing speed is important for completing academic tasks in a timely manner, taking notes, and quickly shifting attention between different stimuli. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to process information quickly and efficiently is XXXX other students HISHER is age.

Scale	Standard Score/ T-score	Percentile	Descriptive Category
Processing Speed			**XXXX**
Speed of Information Processing			**XXXX**
Rapid Naming			**XXXX**

Differential Ability Scales - Second Edition (DAS-II) School Years

The Differential Ability Scales, Second Edition (DAS-II) is a comprehensive, individually administered assessment designed to measure a wide range of cognitive abilities in children and adolescents. The **DAS-II School-Age** is for individuals aged 7 years 0 months to 17 years 11 months. The DAS-II provides a flexible and in-depth approach to assessing intellectual functioning, allowing for a tailored evaluation of an individual's specific cognitive strengths and weaknesses across various domains.

The **Verbal Cluster (VC)** measures FIRST NAME's ability to use and understand verbal information, think in words, and express HISHERself verbally. This includes HISHER vocabulary knowledge, ability to understand and explain concepts, and verbal reasoning skills. In the classroom, these skills are crucial for understanding teacher explanations, participating in discussions, reading comprehension, and expressing ideas clearly both orally and in writing. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and use verbal information is XXXX other students HISHER age.

Scale	Standard Score/ T-score	Percentile	Descriptive Category
Verbal			**XXXX**
Verbal Similarities			**XXXX**
Word Definitions			**XXXX**

The **Nonverbal Cluster (NC)** measures FIRST NAME's ability to reason with novel visual information, solve problems without relying on language, and understand relationships between objects and concepts. This includes HISHER ability to analyze visual stimuli, integrate visual and conceptual information, and use nonverbal reasoning to solve new problems. These skills are important for tasks such as understanding spatial relationships, solving math problems, recognizing patterns, and applying logical reasoning in various academic subjects. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to reason with nonverbal information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Nonverbal			**XXXX**
Sequential and Quantitative Reasoning			**XXXX**
Matrices			**XXXX**

The **Spatial Cluster (SC)** measures FIRST NAME's ability to perceive, manipulate, and reason with visual information in space. This includes HISHER capacity to visualize objects in three dimensions, mentally rotate figures, and understand spatial relationships. Strong spatial reasoning is important for subjects like geometry, art, and understanding diagrams and maps, as well as for real-world problem-solving. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to reason with spatial information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Spatial			**XXXX**
Recall of Designs			**XXXX**
Pattern Construction			**XXXX**

FIRST NAME's overall cognitive abilities, as measured by the **General Conceptual Ability (GCA)**, reflect HISHER global intellectual functioning. The GCA is derived from a combination of the Verbal and Nonverbal Clusters and provides a broad estimate of HISHER general reasoning and problem-solving skills. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall intellectual ability is XXXX other other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
General Conceptual Ability			**XXXX**

The **Working Memory Cluster (WMC)** measures FIRST NAME's ability to hold and manipulate information in HISHER mind for a short period while simultaneously performing cognitive operations. This includes HISHER capacity to recall sequences, follow multi-step directions, and mentally track information. Strong working memory is essential for learning new concepts, attending to instructions, and engaging in problem-solving activities. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to temporarily hold and manipulate information is XXXX than other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Working Memory			**XXXX**
Recall of Sequential Order			**XXXX**

Recall of Digits Backward			**XXXX**

The **Processing Speed Cluster (PSC)** measures FIRST NAME's ability to rapidly and accurately perform simple, repetitive cognitive tasks. This includes HISHER quickness in processing visual information and responding to stimuli, which reflects the efficiency of HISHER cognitive processing. Efficient processing speed is important for completing academic tasks in a timely manner, taking notes, and quickly shifting attention between different stimuli. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to process information quickly and efficiently is XXXX other students HISHER is age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Processing Speed			**XXXX**
Speed of Information Processing			**XXXX**
Rapid Naming			**XXXX**

Comprehensive Test of Nonverbal Intelligence - Second Edition (CTONI-2)

The Comprehensive Test of Nonverbal Intelligence - Second Edition (CTONI-2) is an individually administered assessment designed to measure nonverbal reasoning abilities in individuals aged 6 years 0 months through 90 years 11 months. It utilizes pictures of familiar objects and geometric designs, requiring no verbal responses, reading, or writing. This makes it particularly useful for assessing individuals who may have language difficulties, come from diverse cultural backgrounds, or have motor impairments that could affect performance on more traditional intelligence tests.

The **Pictorial Nonverbal Intelligence Quotient (PNIQ)** on the CTONI-2 measures *FIRST NAME*'s ability to solve reasoning problems using pictures of familiar objects and scenes. This involves identifying relationships, categorizing, and understanding sequences presented visually with meaningful, concrete stimuli. These skills are relevant for understanding and organizing visual information from the everyday environment and for nonverbal problem-solving in practical contexts. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to reason with pictorial information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
PNIQ			**XXXX**

Pictorial Analogies			**XXXX**
Pictorial Categories			**XXXX**
Pictorial Sequences			**XXXX**

The **Geometric Nonverbal Intelligence Quotient (GNIQ)** assesses *FIRST NAME*'s ability to solve reasoning problems using abstract geometric shapes and designs. This requires identifying relationships between figures, recognizing patterns, and completing visual sequences using abstract stimuli that are not tied to concrete objects. These skills reflect an ability to reason with novel visual information and manipulate abstract concepts, which is important for higher-level problem-solving and understanding complex visual patterns. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to reason with geometric designs is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
GNIQ			**XXXX**
Geometric Analogies			**XXXX**
Geometric Categories			**XXXX**
Geometric Sequences			**XXXX**

The CTONI-2 **Nonverbal Intelligence Quotient (NIQ)** is an overall estimate of FIRST NAME's nonverbal reasoning and problem-solving abilities, derived from HISHER performance on both pictorial and geometric tasks. It represents HISHER capacity to reason without the use of words. The NIQ is generally considered a good estimate of nonverbal intellectual ability. Significant differences between the PNIQ and GNIQ may suggest variability in how FIRST NAME approaches different types of nonverbal problems, and this can be explored further. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall intellectual ability is XXXX other other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
General Conceptual Ability			**XXXX**

Developmental Assessment of Young Children - Second Edition (DAYC-2) Cognitive Domain

The Developmental Assessment of Young Children - Second Edition (DAYC-2) is an individually administered measure designed to assess the development of children from birth through age 5 years, 11 months across key developmental domains. Information is gathered through a combination of observation, caregiver interview, and direct interaction with the child, providing a comprehensive overview of *FIRST NAME*'s current developmental functioning. The results can help identify developmental strengths and areas needing support, and can be used to guide early intervention planning. Reported here are the results of the Cognitive Domain administration.

The **Cognitive** domain of the DAYC-2 assesses FIRST NAME's abilities related to thinking and problem-solving. This includes skills such as attention, memory, understanding of concepts like quantity and cause-and-effect, and early problem-solving skills. In early childhood, these skills are foundational for learning about the world, engaging in purposeful play, and preparing for more structured academic learning. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall intellectual ability is XXXX other other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Cognitive Domain			**XXXX**

Developmental Profile - Fourth Edition (DP-4) - Parent Report

The Developmental Profile, 4th Edition (DP-4) is a comprehensive, norm-referenced developmental assessment designed to evaluate a child's functioning across five key domains: Physical Development, Adaptive Behavior, Social-Emotional Development, Cognitive Development, and Communication. This assessment gathers information through parent/caregiver and/or teacher checklists, providing a broad perspective on the child's developmental strengths and areas that may benefit from support. The results of the DP-4 can help identify developmental delays, monitor progress, and inform intervention planning.

Note: While this rating scale does yield a Standard Score, this is not a psychometric assessment, and is instead a questionnaire completed by people who know the student well about what skills they see the student is able to do.

Parent Rating:
The Parent/Caregiver Checklist provides valuable insights into FIRST NAME's development from the perspective of those who know HIMHER best. This checklist assesses FIRST NAME's typical behaviors and skills in various contexts, offering a comprehensive view of HISHER daily functioning across the five developmental domains.

Physical Development: This domain evaluates FIRST NAME's gross motor skills (e.g., running, jumping, balancing, climbing stairs, throwing and catching a ball) and fine motor skills (e.g., holding a

crayon, cutting with scissors, buttoning clothes, manipulating small objects, drawing shapes). It assesses coordination, strength, and dexterity. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Adaptive Behavior: This domain assesses FIRST NAME's ability to manage daily living tasks and self-care skills, including personal hygiene (e.g., washing hands, brushing teeth), dressing and undressing, eating independently, and demonstrating safety awareness (e.g., looking both ways before crossing the street). It reflects how well FIRST NAME applies skills to everyday situations. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Social-Emotional Development: This domain examines FIRST NAME's social interactions, emotional regulation, and understanding of social cues. It assesses skills such as initiating and maintaining peer interactions, sharing, taking turns, expressing emotions appropriately, understanding others' feelings, following social rules, and forming attachments. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Cognitive Development: This domain evaluates FIRST NAME's thinking, problem-solving, and early academic skills. It includes abilities such as attention, memory, understanding concepts (e.g., colors, shapes, numbers, cause-and-effect), engaging in symbolic play, demonstrating curiosity, and understanding simple instructions. These skills are foundational for learning and understanding the world. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Communication: This domain assesses FIRST NAME's receptive and expressive language skills. Receptive language refers to understanding spoken language (e.g., following commands, understanding stories). Expressive language refers to communicating thoughts and needs through verbal and nonverbal means (e.g., speaking in sentences, asking questions, using gestures, telling stories). It also considers articulation and conversational skills. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Scale	Standard Score	Percentile	Descriptive Category
Physical			**XXXX**
Adaptive Behavior			**XXXX**
Social-Emotional			**XXXX**
Cognitive			**XXXX**
Communication			**XXXX**
General Development Score			**XXXX**

The Teacher Checklist offers an important perspective on FIRST NAME's development within the educational or childcare setting. This checklist provides information on HISHER functioning in a structured environment, observing skills and behaviors relevant to learning and peer interactions.

Physical Development: In this area,FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Adaptive Behavior: In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Social-Emotional Development: In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Cognitive Development: In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Communication: In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**).

Scale	Standard Score	Percentile	Descriptive Category
Physical			**XXXX**
Adaptive Behavior			**XXXX**
Social-Emotional			**XXXX**
Cognitive			**XXXX**
Communication			**XXXX**
General Development Score			**XXXX**

Dynamic Assessment of Cognitive Ability

Discuss here any dynamic assessment procedures and results

Alternative Means of Cognitive Assessment (in compliance with Larry P. v Riles)

In compliance with the Larry P v. Riles (1979) court decision prohibiting the use of standardized intelligence quotient (IQ) tests to assess African American children in California, no standardized assessment of intelligence, mental ability/aptitude, or global cognitive functioning was administered in the course of this assessment. Alternative means of assessment were used to determine FIRST NAME's current cognitive and psychological processing abilities, as well as to provide data to assist the IEP team in identification and placement decisions, including personal history and development, classroom

performance, academic achievement, adaptive behavior, and informational processing assessments. These alternative means of assessment included integration of his standardized processing and academic test scores and performance, rating scale data discussing adaptive behavior and problem-solving capabilities, parent and teacher interviews of FIRST NAME'S functional performance in class and at home, student interview, and observations.

Cognitive Summary

Based on these results, INTERPRET DATA
*Include a brief summary of strengths and weaknesses. Discuss significantly discrepant scores. Explain if the data should be considered interpretable

PSYCHOLOGICAL PROCESSING

FIRST NAME also took several tests that assess HISHER psychological processing, which help us understand how HISHER brain processes information from the outside world, and how HISHER brain uses that information. These tests look at how HESHE hears things, sees things, creates things, remembers information, pays attention, thinks about things, and expresses HISHER ideas. These correspond to the specific areas of psychological processing: auditory processing, phonological processing, visual processing, sensory-motor processing, attentional processing, and cognitive abilities in association, conceptualization, and expression.

Auditory & Phonological Processing

Auditory processing is our brain's ability to hear, understand, remember, and use spoken information, including distinguishing between different sounds and speech. This involves skills like auditory discrimination (hearing differences in sounds), auditory figure-ground (filtering out background noise), auditory memory (remembering what was heard), and auditory sequencing (understanding the order of sounds). Phonological processing is a specific part of auditory processing that focuses on recognizing and manipulating the individual sounds (phonemes) within words, which is crucial for reading and spelling.

When there are auditory processing disorders, it means the brain has trouble handling spoken language, leading to difficulties in receiving, remembering, understanding, or using auditory information. In the classroom, this might look like a child struggling to understand verbal directions, being easily distracted by background noise, having trouble following fast speech, or remembering a series of oral instructions. Phonological processing deficits can specifically impact reading, making it hard to learn letter sounds, blend sounds to read words (decoding), hear different sounds within words, recall orally presented information, or even pay attention in class.

Test of Auditory Processing Skills-Fourth Edition (TAPS-4)

FIRST NAME was administered the TAPS-4. The TAPS-4 is an individually administered assessment for individuals aged 5 through 21. It is designed to provide information about language processing and comprehension skills across three intersecting areas: phonological processing, auditory memory, and

listening comprehension. These areas are critical to the development of higher order language skills, including reading skills.

The **Phonological Processing Index** looks at how well FIRST NAME is able to discriminate between word sounds, as well as analyze and synthesize the sounds at the word level. In the classroom, this is key for developing basic reading skills, especially decoding and spelling skills. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and manipulate word sounds is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Phonological Processing			**XXXX**
Word Discrimination			**XXXX**
Phonological Deletion			**XXXX**
Phonological Blending			**XXXX**

The **Auditory Memory Index** looks at how well FIRST NAME is able to remember numbers, words, and sentences. In the classroom, this presents as the ability to capture small units of information during instruction. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to capture and retain auditory information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Auditory Memory			**XXXX**
Number Memory Forward			**XXXX**
Word Memory			**XXXX**
Sentence Memory			**XXXX**

The **Listening Comprehension Index** looks at how well FIRST Name is able to understand and remember longer units of information HESHE hears, from literal recall to inferential and higher-order thinking. In the classroom, this looks like processing oral directions and answering questions about spoken passages. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile

Rank **XX**), which means HISHER ability to capture and understand complex auditory information is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Listening Comprehension			**XXXX**
Processing Oral Directions			**XXXX**
Auditory Comprehension			**XXXX**

Based on HISHER performance in these domains, FIRST NAME achieved an **Overall Auditory Processing** score in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall auditory processing is XXXX other students HISHER age.

Comprehensive Test of Phonological Processing-Second Edition (CTOPP-2)

The CTOPP-2 is a test that measures FIRST NAME's ability to process, remember, and understand the sounds in words, which is important in the development of reading skills.

The **Phonological Awareness Composite** assesses a student's awareness of and ability to manipulate the sound structure of oral language. This includes skills such as identifying, segmenting, and blending sounds within words. In the classroom, these skills support early reading skills, including decoding and spelling skills. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and manipulate word sounds is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Phonological Awareness			**XXXX**
Elision			**XXXX**
Blending Words			**XXXX**
Phoneme Isolation			**XXXX**

The **Phonological Memory Composite** assesses a student's ability to code information phonologically for temporary storage in working or short-term memory, especially remembering and repeating sequences of sounds. In the classroom, this includes the ability to remember sequences of information,

such as sounds when learning new words and establishing decoding skills, and can impact ability to remember multistep directions. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to code information phonologically for short-term storage is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Phonological Memory			**XXXX**
Memory for Digits			**XXXX**
Non-Word Repetition			**XXXX**

The **Rapid-Symbolic Naming Composite** assesses a student's ability to efficiently retrieve phonological information from long-term memory and execute a sequence of operations quickly and repeatedly using symbols (letters and numbers). This is a measure of processing speed and retrieval fluency. In the classroom, this impacts fluency and academic automaticity. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to efficiently retrieve phonological information from long-term memory is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Rapid Symbolic Naming			**XXXX**
Rapid Digit Naming			**XXXX**
Rapid Letter Naming			**XXXX**

The **Rapid Non-Symbolic Naming** assesses the ability to quickly and accurately name objects and colors, rather than letters or numbers. It's an assessment tool used to evaluate a student's phonological processing skills, particularly for individuals not yet able to name letters or numbers. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to quickly and accurately name objects and colors is XXXX other students HISHER age.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category

Rapid Non-Symbolic Naming			**XXXX**
Rapid Color Naming			**XXXX**
Rapid Object Naming			**XXXX**

Tests of Dyslexia (TOD) - Comprehensive

The Tests of Dyslexia (TOD) Comprehensive is an individually administered, comprehensive clinical instrument designed to assess the cognitive and linguistic abilities associated with dyslexia in individuals aged 5 years 0 months through 85 years 11 months. The TOD Comprehensive presents a variety of subtests that are combined to provide insights into specific areas of reading, spelling, and linguistic processing. Beyond these specific indices, the TOD Comprehensive offers a robust Dyslexia Diagnostic Index, providing valuable insights into an individual's risk for or presence of dyslexia. The assessment is recognized for its strong psychometric properties and its utility in understanding the underlying cognitive and linguistic factors contributing to reading and spelling difficulties.

The **Reading and Spelling Index** looks at how well FIRST NAME is able to demonstrate fundamental reading and spelling skills. This includes HISHER ability to decode words, read fluently, and accurately spell words. In the classroom, these skills are crucial for academic success across all subjects, as they form the foundation for accessing curriculum content and expressing knowledge in written form. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to read and spell is XXXX other students HISHER age.

The **Linguistic Processing Index** looks at how well FIRST NAME is able to process and manipulate language at various levels, including phonological awareness, rapid naming, and verbal memory. These underlying linguistic skills are foundational for developing proficient reading and spelling abilities. In the classroom, this is key for developing basic reading skills, especially decoding and spelling skills, and for understanding and retaining verbal information. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and manipulate language sounds and information is XXXX other students HISHER age.

The **Dyslexia Diagnostic Index** provides an overall measure of FIRST NAME's risk for or presence of dyslexia by integrating performance across key reading, spelling, and linguistic processing measures. This index is a critical component in identifying patterns of strengths and weaknesses consistent with a dyslexia profile. In the classroom, understanding this profile is essential for providing targeted interventions and accommodations to support HISHER learning. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall profile of abilities and difficulties is XXXX other students HISHER age, indicating a XXXX likelihood of dyslexia.

Scale	Standard Score/	Percentile	Descriptive Category

	scaled score		
Reading and Spelling Index			**XXXX**
Letter and Word Choice			**XXXX**
Question Reading Fluency			**XXXX**
Pseudoword Reading			**XXXX**
Irregular Word Spelling			**XXXX**
Linguistic Processing Index			**XXXX**
Phonological Manipulation			**XXXX**
Rapid Letter Naming			**XXXX**
Word Pattern Choice			**XXXX**
Word Memory			**XXXX**
Dyslexia Diagnostic Index			**XXXX**

Tests of Dyslexia (TOD) - Early

The Tests of Dyslexia (TOD)-Early is an individually administered, comprehensive clinical instrument designed to assess early literacy skills, phonological processing abilities, and other foundational components related to reading development and the risk for dyslexia in young children aged 3 years 6 months through 7 years 0 months. The TOD-Early presents a variety of subtests that are combined to provide insights into specific pre-reading and early reading skills. Beyond these specific indices, the TOD-Early offers a robust Dyslexia Risk Index, providing valuable insights into a child's potential for future reading difficulties. The assessment is recognized for its strong psychometric properties and its utility in understanding the cognitive and linguistic precursors to reading success.

The **Early Reading and Spelling Index** looks at how well FIRST NAME is able to demonstrate foundational emergent literacy skills, such as letter knowledge, print awareness, and early decoding attempts, along with initial spelling abilities. In the classroom, these skills are crucial for developing basic reading abilities and preparing for formal reading instruction. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER early reading and spelling development is XXXX other students HISHER age.

The **Early Linguistic Processing Index** looks at how well FIRST NAME is able to recognize and manipulate the sounds of language (phonological awareness), quickly name familiar items (rapid naming), and demonstrate early verbal memory skills. These underlying linguistic skills are critical predictors of later reading and spelling success. In the classroom, strong linguistic processing is key for developing basic reading skills, especially decoding and spelling, and for understanding and retaining verbal information. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and manipulate language sounds and information is XXXX other students HISHER age.

The **Early Dyslexia Diagnostic Index** provides an overall measure of FIRST NAME's likelihood of developing dyslexia by integrating performance across key early reading, spelling, and linguistic processing measures. This index is crucial for early identification and intervention planning, as it helps determine a child's risk for future reading challenges. In the classroom, understanding this risk profile allows for proactive support and targeted instruction to mitigate potential future reading difficulties. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall profile of early literacy abilities is XXXX other students HISHER age, indicating a XXXX risk for dyslexia.

Scale	Standard Score/ scaled score	Percentile	Descriptive Category
Early Reading and Spelling Index			**XXXX**
Letter and Word Choice			**XXXX**
Word Reading Fluency			**XXXX**
Sounds and Pseudowords			**XXXX**
Irregular Word Spelling			**XXXX**
Early Linguistic Processing Index			**XXXX**
Phonological Manipulation			**XXXX**
Rapid Letter Naming			**XXXX**
Word Pattern Choice			**XXXX**

Word Memory			**XXXX**
Early Dyslexia Diagnostic Index			**XXXX**

Cognitive Assessment System – Second Edition (CAS-2) - Successive Index

The Cognitive Assessment System – Second Edition (CAS-2) is an individually administered, comprehensive clinical instrument designed to assess a student's psychological processing abilities based on the Planning, Attention, Simultaneous, and Successive (PASS) theory of intelligence, for individuals aged 5 years 0 months through 17 years 11 months. The CAS-2 presents a variety of subtests that are combined to provide valuable insights into a student's specific cognitive processing strengths and weaknesses. The assessment is recognized for its strong psychometric properties and its utility in understanding how a student approaches novel problem-solving tasks and processes information.

The **Successive Index** measures FIRST NAME's ability to process auditory information in a specific serial order or sequence. This includes HISHER capacity to understand and remember information presented sequentially, such as a list of words or a series of steps. In the classroom, these skills are important for following multi-step directions, remembering sequences (e.g., alphabet, numbers), learning phonics, and understanding chronological events. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to process information in a specific order is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Successive			**XXXX**
Word Series			**XXXX**
Sentence Questions			**XXXX**
x Sentence Repetition			**XXXX**
Visual Digit Span			**XXXX**

Test of Auditory Perceptual Skills – Third Edition, Spanish Bilingual Edition (TAPS-3 SBE)

The Test of Auditory Perceptual Skills – Third Edition, Spanish Bilingual Edition (TAPS-3 SBE) is an individually administered, comprehensive clinical instrument designed to assess a student's auditory perceptual processing skills and auditory-based language abilities in Spanish for individuals aged 4 years 0 months through 18 years 11 months. The TAPS-3 SBE presents a variety of subtests that are combined to provide valuable insights into a student's specific auditory processing strengths and

weaknesses in Spanish, which are critical for language development, academic learning, and communication.

The **Phonological Processing Index** looks at how well FIRST NAME is able to discriminate between word sounds, as well as analyze and synthesize the sounds at the word level. This includes skills such as blending individual sounds into words and segmenting words into their constituent sounds. In the classroom, this is key for developing basic reading skills, especially decoding and spelling skills, and for acquiring new vocabulary. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and manipulate word sounds is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Phonological Processing Index			**XXXX**
Word Discrimination			**XXXX**
Phonological Segmentation			**XXXX**
Phonological Blending			**XXXX**

The **Auditory Memory Index** looks at how well FIRST NAME is able to recall and retain auditory information for short periods of time. This includes HISHER ability to remember sequences of digits, words, and sentences in the order presented. In the classroom, these skills are crucial for remembering spoken instructions, recalling information presented verbally by the teacher, taking dictation, and learning vocabulary. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to remember auditory information is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Auditory Memory Index			**XXXX**
Number Memory Forward			**XXXX**
Number Memory Reversed			**XXXX**
Word Memory			**XXXX**

Sentence Memory			**XXXX**

The **Auditory Cohesion Index** looks at how well FIRST NAME is able to integrate and make sense of auditory information within a broader context, including understanding complex sentences, following stories, and comprehending spoken directions that require inference. This reflects HISHER ability to draw meaning and make connections from what is heard. In the classroom, these skills are important for understanding narratives, comprehending lectures, and participating effectively in verbal discussions. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and make sense of complex auditory information is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Auditory Cohesion Index			**XXXX**
Auditory Comprehension			**XXXX**
Auditory Reasoning			**XXXX**

FIRST NAME's overall auditory perceptual processing abilities, as measured by the **Overall Auditory Index**, reflect HISHER global ability to receive, interpret, and organize auditory information. This composite provides a broad estimate of HISHER auditory processing efficiency across various domains. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall auditory perceptual processing is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Overall Auditory Index			**XXXX**

Additional Measures and Data related to Auditory and Phonological Processing

Brief description of other data points that are heavily loaded on Auditory processing (e.g., KABC Sequential Index, WRAML-2 Verbal Memory, etc.)

Overall, **Describe presence or absence of processing deficit in Visual Processing

Visual Processing

Visual processing is our brain's ability to understand and make sense of what we see, including analyzing shapes, recognizing patterns, and remembering visual information. It's not just about having

good eyesight, but how the brain interprets and uses the visual input it receives. When there are deficits in visual processing, it means the brain struggles to correctly process or interpret visual information. In the classroom, these difficulties might show up in various ways. A student might have trouble distinguishing between similar letters or numbers, understanding where objects are in relation to each other on a page, seeing or understanding symbols in the correct order (like when reading a sentence), or remembering what an image or symbol means. These challenges can impact tasks from reading and writing to understanding diagrams and organizing materials.

Beery VMI Developmental Test of Visual Perception

The Beery-Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition (Beery VMI) is an individually administered, comprehensive clinical instrument designed to assess a student's visual-motor integration skills, as well as their separate visual perceptual and motor coordination abilities, for individuals aged 2 years 0 months through 100 years. The Beery VMI presents a series of geometric figures that the student is asked to copy, along with separate tasks to evaluate visual perception and motor coordination. This assessment is recognized for its strong psychometric properties and its utility in understanding how a student coordinates their visual input with motor output.

The **Visual Perception score** measures FIRST NAME's ability to interpret and organize visual information without requiring a motor response. This assesses HISHER capacity to discern specific details in visual stimuli, recognize shapes, and understand spatial relationships, independently of HISHER fine motor control. In the classroom, these skills are important for tasks such as distinguishing letters and numbers, identifying objects, understanding charts and graphs, and reading comprehension. On the test of **Visual Perception**, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and make sense of visual information is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Visual Perception			**XXXX**

Test of Visual Perception Skills-Fourth Edition (TVPS-4)

The Test of Visual Perceptual Skills – Fourth Edition (TVPS-4) is an individually administered, comprehensive clinical instrument designed to assess a student's visual perceptual processing skills, independent of motor ability, for individuals aged 5 years 0 months through 21 years 11 months. The TVPS-4 presents a variety of visual tasks that evaluate how a student interprets and understands visual information, which provides reliable insight into a student's ability to process and make sense of what they see.

FIRST NAME's overall visual perceptual processing abilities, as measured by the **Overall Visual Perceptual Skills Score**, reflect HISHER global capacity to interpret and organize visual sensory information effectively. This includes HISHER ability to discriminate subtle differences in shapes, recognize forms regardless of size or orientation, identify figures from confusing backgrounds, discern positional relationships, and understand parts within a whole. In the classroom, these skills are crucial

for tasks such as reading (e.g., distinguishing letters, tracking words), writing (e.g., spacing, alignment), mathematics (e.g., recognizing numbers, understanding geometric shapes), and navigating the environment. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall visual perceptual processing is XXXX other students HISHER age.

Scale	**Standard Score/** scaled score	**Percentile**	**Descriptive Category**
Overall Visual Processing			**XXXX**
Visual Discrimination			**XXXX**
Visual Memory			**XXXX**
Spatial Relationships			**XXXX**
Form Constancy			**XXXX**
Sequential Memory			**XXXX**
Visual Figure-Ground			**XXXX**
Visual Closure			**XXXX**

Motor-Free Visual Processing Test (MFVPT-4)

The Motor-Free Visual Perception Test – Fourth Edition (MFVPT-4) is an individually administered, comprehensive clinical instrument designed to assess a student's visual perceptual processing skills, completely free of any motor requirements, for individuals aged 4 years 0 months through 80+ years. The MFVPT-4 presents a variety of visual tasks that evaluate how a student interprets and organizes visual information without needing to draw, point, or manipulate objects. This assessment is recognized for its strong psychometric properties and its utility in understanding a student's pure visual perceptual ability.

FIRST NAME's overall visual perceptual processing abilities, as measured by the **Overall Visual Processing Score**, reflect HISHER global capacity to interpret and organize visual sensory information effectively, without the influence of motor skills. This includes HISHER ability to visually discriminate between objects, recognize objects from different viewpoints, identify hidden figures, and understand spatial relationships between objects. In the classroom, these skills are crucial for tasks such as reading (e.g., word recognition, line tracking), math (e.g., number recognition, spatial arrays), understanding diagrams and charts, and navigating visual learning materials. In this area, FIRST NAME scored in the

XXXX range (Standard Score **XX**, Percentile Rank **XX**),, which means HISHER overall visual perceptual processing is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Overall Visual Processing			**XXXX**

Cognitive Assessment System – Second Edition (CAS-2) - Simultaneous Index

The Cognitive Assessment System – Second Edition (CAS-2) is an individually administered, comprehensive clinical instrument designed to assess a student's psychological processing abilities based on the Planning, Attention, Simultaneous, and Successive (PASS) theory of intelligence, for individuals aged 5 years 0 months through 17 years 11 months. The CAS-2 presents a variety of subtests that are combined to provide valuable insights into a student's specific cognitive processing strengths and weaknesses. The assessment is recognized for its strong psychometric properties and its utility in understanding how a student approaches novel problem-solving tasks and processes information.

The **Simultaneous composite** measures FIRST NAME's ability to integrate separate pieces of information into a unified whole or concept. This involves recognizing patterns, understanding relationships between concepts, and comprehending spatial or abstract relationships. In the classroom, these skills are crucial for understanding complex concepts, solving visual problems (e.g., geometry, maps), reading comprehension (grasping main ideas and relationships between parts), and completing puzzles. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to integrate and understand information holistically is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Simultaneous			**Deficient**
Matrices			**XXXX**
Verbal Spatial Relations			**XXXX**
x Figure Memory			**XXXX**

Additional Measures and Data related to Visual Processing

Brief description of other data points that are heavily loaded on Visual processing (e.g., KABC Simultaneous Index, WRAML-2 Visual Memory, etc.)

Overall, **Describe presence or absence of processing deficit in Visual Processing

Sensory-Motor Processing

Sensory-motor processing is how our brains take in information through our senses (what we see, hear, feel, and smell) and then tell our bodies how to move in response. It's a fancy way of saying "brain-body coordination." This includes both fine motor skills, like holding a pencil or buttoning a shirt, and gross motor skills, like running, jumping, or riding a bike. A key part of this is sensory-motor integration, which is how well our brains connect what we see with how our bodies move. For example, when a child copies a shape, their brain has to process the visual information of the shape and then tell their hand how to make the correct drawing movements. If a student struggles with sensory-motor integration, you might see challenges in the classroom like messy or unreadable handwriting, difficulty copying from the board or a book, or struggles with physical activities and play during recess.

Beery Developmental Test of Visual-Motor Integration (Beery VMI)

The Beery-Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition (Beery VMI) is an individually administered, comprehensive clinical instrument designed to assess a student's visual-motor integration skills, as well as their separate visual perceptual and motor coordination abilities, for individuals aged 2 years 0 months through 100 years. The Beery VMI presents a series of geometric figures that the student is asked to copy, along with separate tasks to evaluate visual perception and motor coordination. This assessment is recognized for its strong psychometric properties and its utility in understanding how a student coordinates their visual input with motor output.

The **Visual-Motor Integration (VMI)** test measures FIRST NAME's ability to integrate visual information with motor output. This reflects HISHER capacity to accurately reproduce visual forms using motor skills, such as drawing or copying. In the classroom, this skill is crucial for tasks like handwriting, copying from the board or a textbook, drawing diagrams, and other fine motor activities that require visual guidance. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to coordinate visual and motor skills is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Visual-Motor Integration			**XXXX**

The **Motor Coordination** test measures FIRST NAME's ability to execute fine motor movements with precision, independent of visual perceptual demands. This assesses HISHER manual dexterity and control, focusing on the motor component of tasks. In the classroom, these skills are important for activities such as holding a pencil correctly, cutting with scissors, manipulating small objects, and forming letters during writing. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER fine motor coordination is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Motor Coordination			**XXXX**

Overall, **Describe presence or absence of processing deficit in Sensory-Motor Processing. Include discussion of other relevant data is applicable

Attention

Attention is our brain's ability to focus, allowing us to maintain alertness to new information and sustain concentration while ignoring distractions. This skill is vital for daily tasks and learning, as it forms the bedrock for all other higher-order cognitive abilities, enabling us to "catch" and process incoming sensory information. We use both rating scales (like the BASC-3) to gather observations of attention-related behaviors and psychometric assessments (like the CAS-2) to measure underlying attentional processing. While attentional processing deficits can cause inattention, other factors like anxiety, depression, or different processing challenges can also contribute to difficulties in the classroom, often appearing as daydreaming, heightened distractibility, or disengagement.

Cognitive Assessment System – Second Edition (CAS-2) - Attention Index

The Cognitive Assessment System – Second Edition (CAS-2) is an individually administered, comprehensive clinical instrument designed to assess a student's psychological processing abilities based on the Planning, Attention, Simultaneous, and Successive (PASS) theory of intelligence, for individuals aged 5 years 0 months through 17 years 11 months. The CAS-2 presents a variety of subtests that are combined to provide valuable insights into a student's specific cognitive processing strengths and weaknesses. The assessment is recognized for its strong psychometric properties and its utility in understanding how a student approaches novel problem-solving tasks and processes information.

The **Attention composite** measures FIRST NAME's ability to selectively focus on relevant stimuli while ignoring distractions, sustain focus over time, and resist impulsive responses. This includes HISHER capacity for sustained vigilance and targeted concentration. In the classroom, these skills are vital for listening to lectures, focusing on tasks despite classroom noise, completing assignments, and attending to specific details. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to sustain and direct attention is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Attention			**XXXX**
Expressive Attention			**XXXX**
Number Detection			**XXXX**

Receptive Attention			**XXXX**

Conners Continuous Performance Test - Third Edition (Conners CPT-3)

The Conners Continuous Performance Test – Third Edition (CPT-3) is a computer-based continuous performance test designed to objectively assess attention, impulse control, and sustained vigilance in individuals aged 8 years and older. The CPT-3 presents a series of visual stimuli and requires the individual to respond only to specific targets, while inhibiting responses to non-targets. This assessment provides valuable, objective data on various aspects of attentional functioning, aiding in the identification of difficulties related to attention disorders. There were no validity or response style concerns, and this administration should be considered valid and interpretable. **Or note any Validity or response style concerns.

This assessment uses T-scores to analyze performance data. The guidelines in the following table apply to this assessment:

Guidelines			
T-score	For Hit Reaction Time (HRT)	T-score	For all other variables
70+	**Atypically Slow**	70+	**Very Elevated**
60-69	**Slow**	60-69	**Elevated**
55-59	A Little Slow	55-59	High Average
45-54	Average	45-54	Average
40-44	**A Little Fast**	< 45	Low
< 40	**Atypically Fast**		

The Conners CPT-3 includes measures of inattentiveness. Indicators of inattentiveness on the Conners CPT 3 are poor Detectability (d'), a high percentage of Omissions and Commissions, a slow Hit Reaction Time (HRT), as well as high levels of inconsistency in response speed (Hit Reaction Time Standard Deviation [HRT SD] and Variability). **Detectability** measures the respondent's ability to differentiate non-targets (i.e., the letter X) from targets (i.e., all other letters). FIRST NAME achieved a T-score of **XX**, which falls in the **XXXX** range. This result means that HISHER ability to discriminate non-targets from targets was XXXX when compared to the normative group.

Omissions refer to the number of times FIRST NAME failed to respond to a target stimulus. A higher number of omissions typically indicates difficulty with inattention or challenges in sustaining attention over time. FIRST NAME's T-score is **XX** and falls in the **{{CPT3 Omissions Guideline}}** range. This result means that HESHE missed an XXXX percentage of targets when compared to the normative group.

Commissions refer to the number of times FIRST NAME responded to a non-target stimulus. A higher number of commissions generally indicates difficulty with impulse control or inhibiting inappropriate responses. FIRST NAME's T-score is **{{CPT3 Commissions T}}** and falls in the **{{CPT3 Commissions**

Guideline}} range. This result means that HESHE responded to an XXXX percentage of non-targets when compared to the normative group.

Perseverations are random or anticipatory responses. FIRST NAME's T-score is **{{CPT3 Perseveration T}}** and falls in the **{{CPT3 Perseveration Guideline}}** range. This result means that HESHE made XXXX perseverative errors when compared to the normative group.

HRT is the mean response speed of correct responses for the whole administration. FIRST NAME's T-score is **{{CPT3 HRT T}}** and falls in the **{{CPT3 HRT Guideline}}** range. This result means that HISHER response speed was XXXX than the normative group's response speed. **HRT SD** is a measure of response speed consistency during the entire administration. FIRST NAME's T-score is **{{CPT3 HRT SD T}}** and falls in the **{{CPT3 HRT SD Guideline}}** range. This result means that HISHER response speed was XXXX than the normative group.

Variability, like HRT SD, is a measure of response speed consistency; however, Variability is a "within respondent" measure; that is, the amount of variability that FIRST NAME showed in 18 separate segments of the administration in relation to HISHER own overall HRT SD. FIRST NAME's T-score is **{{CPT3 Variability T}}** and falls in the **{{CPT3 Variability Guideline}}** range. This result means HISHER response speed variability was XXXX when compared to the normative group. Overall, FIRST NAME's scores on these measures **DO/DO NOT indicate a problem with inattentiveness.**

In the area of Sustained Attention, FIRST NAME was also assessed. Sustained attention is defined as the respondent's ability to maintain attention as the administration progresses. A decrease in sustained attention across time is captured by atypical slowing in the respondent's Hit Reaction Times (HRT; as indicated by the variable HRT Block Change), as well as by increases in Omissions and Commissions in later blocks of the administration. **HRT Block Change** indicates the change in mean response speed across blocks. FIRST NAME's T-score is **{{CPT3 HRT Block Change T}}** and falls in the **{{CPT3 HRT Block Change Guideline}}** range. This result means that HESHE had XXXX in response speed in later blocks. In terms of error rates, FIRST NAME's omission and commission errors **XXXX** increase significantly across multiple adjacent blocks. Overall, FIRST NAME's scores on these measures **XXXX** **indicate a problem with sustained attention.**

The Conners CPT-3 also provided information related to Impulsivity and Vigilance. Indicators of impulsivity on the Conners CPT 3 include a faster than normal Hit Reaction Time (HRT) in addition to a higher than average rate of Commissions and/or Perseverations. Based on the above data, FIRST NAME **DOES/DOES NOT demonstrate problems with impulsivity.**

Vigilance relates to the respondent's performance at varying levels of stimulus frequency (inter-stimulus intervals; ISIs), and is defined by the respondent's ability to maintain performance level even when the task rate is slow or variable. This construct is captured by changes in the respondent's Hit Reaction Times (HRT), as indicated by the variable HRT ISI Change, as well as the observed pattern of Omissions and Commissions at various ISIs. **HRT ISI Change** indicates the change in mean response speed at various ISIs. FIRST NAME's T-score is **{{CPT3 HRT ISI Change T}}** and falls in the **{{CPT3 HRT ISI Guideline}}** range. This result means that he had XXXX reduction in response speeds at longer ISIs. There **WAS/WAS NOT** a statistically significant increase in error rates across all three ISI levels. FIRST

NAME's profile of scores on these measures **DOES/DOES NOT indicate a problem with maintaining vigilance**.

COPY/PASTE Chart from MHS Report

Conners Continuous Auditory Test of Attention (Conners CATA)

The Conners Continuous Auditory Test of Attention (CATA) is an individually administered, computer-based continuous performance test designed to objectively assess auditory attention, impulse control, and sustained vigilance in individuals aged 8 years and older. The CATA requires the individual to respond only when hearing a specific target tone, while withholding responses to non-target tones or silence. This assessment provides valuable, objective data on various aspects of auditory attentional functioning, aiding in the identification of difficulties related to attention disorders where auditory processing is key.

This assessment uses T-scores to analyze performance data. The guidelines in the following table apply to this assessment:

Guidelines			
T-score	For Hit Reaction Time (HRT)	T-score	For all other variables
70+	Atypically Slow	70+	Very Elevated
60-69	Slow	60-69	Elevated
55-59	A Little Slow	55-59	High Average
45-54	Average	45-54	Average
40-44	A Little Fast	< 45	Low
< 40	Atypically Fast		

The Conners CATA includes measures of auditory inattentiveness. Indicators of inattentiveness on the Conners CATA are poor Detectability (d'), a high percentage of Omissions and Commissions, a slow Hit Reaction Time (HRT), as well as high levels of inconsistency in response speed (Hit Reaction Time Standard Deviation [HRT SD] and Variability). **Detectability** measures the respondent's ability to differentiate non-targets (i.e., the letter X) from targets (i.e., all other letters). FIRST NAME achieved a T-score of **{{CATA Detectability T}}**, which falls in the **{{CATA Detectability Guideline}}** range. This result means that HISHER ability to discriminate non-targets from targets was XXXX when compared to the normative group. **Omissions** refer to the number of times FIRST NAME failed to respond to a target stimulus. A higher number of omissions typically indicates difficulty with inattention or challenges in sustaining attention over time. FIRST NAME's T-score is **{{CATA Omissions T}}** and falls in the **{{CATA Omissions Guideline}}** range. This result means that HESHE missed an XXXX percentage of targets when compared to the normative group. **Commissions** refer to the number of times FIRST NAME responded to a non-target stimulus. A higher number of commissions generally indicates difficulty with impulse control or inhibiting inappropriate responses. FIRST NAME's T-score is **{{CATA Commissions T}}** and falls in the **{{CATA Commissions Guideline}}** range. This result means that HESHE responded to an XXXX percentage of non-targets when compared to the normative group. **HRT** is the mean response speed of correct responses for the whole administration. FIRST NAME's T-score is **{{CATA HRT T}}** and falls in the **{{CATA HRT Guideline}}** range. This result means that HISHER response speed was

XXXX than the normative group's response speed. **HRT SD** is a measure of response speed consistency during the entire administration. FIRST NAME's T-score is **{{CATA HRT SD T}}** and falls in the **{{CATA HRT SD Guideline}}** range. This result means that HISHER response speed was XXXX than the normative group. **Variability**, like HRT SD, is a measure of response speed consistency; however, Variability is a "within respondent" measure; that is, the amount of variability that FIRST NAME showed in 18 separate segments of the administration in relation to HISHER own overall HRT SD. FIRST NAME's T-score is **{{CPT3 Variability T}}** and falls in the **{{CPT3 Variability Guideline}}** range. This result means HISHER response speed variability was XXXX when compared to the normative group. Overall, FIRST NAME's scores on these measures **DO/DO NOT indicate a problem with inattentiveness.**

In the area of Sustained Attention, FIRST NAME was also assessed. Sustained attention is defined as the respondent's ability to maintain attention as the administration progresses. A decrease in sustained attention across time is captured by atypical slowing in the respondent's Hit Reaction Times (HRT; as indicated by the variable HRT Block Change), as well as by increases in Omissions and Commissions in later blocks of the administration. **HRT Block Change** indicates the change in mean response speed across blocks. FIRST NAME's T-score is **{{CPT3 HRT Block Change T}}** and falls in the **{{CPT3 HRT Block Change Guideline}}** range. This result means that HESHE had XXXX in response speed in later blocks. In terms of error rates, FIRST NAME's omission and commission errors **DID/DID NOT** increase significantly across multiple adjacent blocks. Overall, FIRST NAME's scores on these measures **DO/DO NOT indicate a problem with sustained attention.**

The Conners CPT-3 also provided information related to Impulsivity and Vigilance. Indicators of impulsivity on the Conners CPT 3 include a faster than normal Hit Reaction Time (HRT) in addition to a higher than average rate of Commissions and/or Perseverative Commissions. **Perseverative Commissions** are random or anticipatory responses. FIRST NAME's T-score is **{{CPT3 Perseverative Commissions T}}** and falls in the **{{CPT3 Perseverative Commissions Guideline}}** range. This result means that HESHE made XXXX perseverative errors when compared to the normative group. Based on the above data, FIRST NAME **DOES/DOES NOT demonstrate problems with impulsivity.**

FIRST NAME's auditory laterality (i.e., preference for left or right ear targets) was also assessed based on percentage of correct responses to targets between HISHER left and right ears. Significantly discrepant performance between the left and right ear indicates an advantage towards the more accurate ear. Based on these data, FIRST NAME's performance {{CATA Ear Advantage}}.

COPY/PASTE Chart from MHS Report

Conners Kiddie Continuous Performance Test - Second Edition (Conners K-CPT 2)

The Conners Kiddie Continuous Performance Test 2nd Edition (Conners K-CPT 2) is an individually administered, computer-based assessment designed to objectively evaluate attentional problems and impulse control in young children aged 4 years 0 months through 7 years 11 months. The K-CPT 2 presents a series of visual stimuli in a game-like format, requiring the child to respond selectively to specific targets while inhibiting responses to non-targets. This assessment provides valuable, objective measures of various aspects of attentional functioning, aiding in the early identification of difficulties related to attention and impulsivity in preschool and early school-aged children.This assessment uses T-scores to analyze performance data. The guidelines in the following table apply to this assessment:

Guidelines			
T-score	For Hit Reaction Time (HRT)	T-score	For all other variables
70+	Atypically Slow	70+	Very Elevated
60-69	Slow	60-69	Elevated
55-59	A Little Slow	55-59	High Average
45-54	Average	45-54	Average
40-44	A Little Fast	< 45	Low
< 40	Atypically Fast		

The Conners K-CPT 2 includes measures of inattentiveness. Indicators of inattentiveness on the Conners CPT 3 are poor Detectability (d'), a high percentage of Omissions and Commissions, a slow Hit Reaction Time (HRT), as well as high levels of inconsistency in response speed (Hit Reaction Time Standard Deviation [HRT SD] and Variability). **Detectability** measures the respondent's ability to differentiate non-targets (i.e., the letter X) from targets (i.e., all other letters). FIRST NAME achieved a T-score of **{{Kiddie CPT Detectability T}}**, which falls in the **{{Kiddie CPT Detectability Guideline}}** range. This result means that HISHER ability to discriminate non-targets from targets was XXXX when compared to the normative group. **Omissions** refer to the number of times FIRST NAME failed to respond to a target stimulus. A higher number of omissions typically indicates difficulty with inattention or challenges in sustaining attention over time. FIRST NAME's T-score is **{{Kiddie CPT Omissions T}}** and falls in the **{{Kiddie CPT Omissions Guideline}}** range. This result means that HESHE missed an XXXX percentage of targets when compared to the normative group. **Commissions** refer to the number of times FIRST NAME responded to a non-target stimulus. A higher number of commissions generally indicates difficulty with impulse control or inhibiting inappropriate responses. FIRST NAME's T-score is **{{Kiddie CPT Commissions T}}** and falls in the **{{Kiddie CPT Commissions Guideline}}** range. This result means that HESHE responded to an XXXX percentage of non-targets when compared to the normative group. **Perseverations** are random or anticipatory responses. FIRST NAME's T-score is **{{Kiddie CPT Perseveration T}}** and falls in the **{{Kiddie CPT Perseveration Guideline}}** range. This result means that HESHE made XXXX perseverative errors when compared to the normative group. **HRT** is the mean response speed of correct responses for the whole administration. FIRST NAME's T-score is **{{Kiddie CPT HRT T}}** and falls in the **{{Kiddie CPT HRT Guideline}}** range. This result means that HISHER response speed was XXXX than the normative group's response speed. **HRT SD** is a measure of response speed consistency during the entire administration. FIRST NAME's T-score is **{{Kiddie CPT HRT SD T}}** and falls in the **{{Kiddie CPT HRT SD Guideline}}** range. This result means that HISHER response speed was XXXX than the normative group. **Variability**, like HRT SD, is a measure of response speed consistency; however, Variability is a "within respondent" measure; that is, the amount of variability that FIRST NAME showed in 18 separate segments of the administration in relation to HISHER own overall HRT SD. FIRST NAME's T-score is **{{Kiddie CPT Variability T}}** and falls in the **{{Kiddie CPT Variability Guideline}}** range. This result means HISHER response speed variability was XXXX when compared to the normative group. Overall, FIRST NAME's scores on these measures **DO/DO NOT indicate a problem with inattentiveness.**

In the area of Sustained Attention, FIRST NAME was also assessed. Sustained attention is defined as the respondent's ability to maintain attention as the administration progresses. A decrease in sustained

attention across time is captured by atypical slowing in the respondent's Hit Reaction Times (HRT; as indicated by the variable HRT Block Change), as well as by increases in Omissions and Commissions in later blocks of the administration. **HRT Block Change** indicates the change in mean response speed across blocks. FIRST NAME's T-score is **{{Kiddie CPT HRT Block Change T}}** and falls in the **{{Kiddie CPT HRT Block Change Guideline}}** range. This result means that HESHE had XXXX in response speed in later blocks. In terms of error rates, FIRST NAME's omission and commission errors **DID/DID NOT** increase significantly across multiple adjacent blocks. Overall, FIRST NAME's scores on these measures **DO/DO NOT indicate a problem with sustained attention.**

The Conners K-CPT 2 also provided information related to Impulsivity and Vigilance. Indicators of impulsivity on the Conners CPT 3 include a faster than normal Hit Reaction Time (HRT) in addition to a higher than average rate of Commissions and/or Perseverations. Based on the above data, FIRST NAME **DOES/DOES NOT demonstrate problems with impulsivity.**

Vigilance relates to the respondent's performance at varying levels of stimulus frequency (inter-stimulus intervals; ISIs), and is defined by the respondent's ability to maintain performance level even when the task rate is slow or variable. This construct is captured by changes in the respondent's Hit Reaction Times (HRT), as indicated by the variable HRT ISI Change, as well as the observed pattern of Omissions and Commissions at various ISIs. **HRT ISI Change** indicates the change in mean response speed at various ISIs. FIRST NAME's T-score is **{{Kiddie CPT HRT ISI Change T}}** and falls in the **{{Kiddie CPT HRT ISI Guideline}}** range. This result means that he had XXXX reduction in response speeds at longer ISIs. There **WAS/WAS NOT** a statistically significant increase in error rates across all three ISI levels. FIRST NAME's profile of scores on these measures **DOES/DOES NOT indicate a problem with maintaining vigilance**.

COPY/PASTE Chart from MHS Report

Additional Measures and Data related to Attention and Attentional Processing

Brief description of other data points that are heavily loaded on Attention and Attentional processing (e.g.,, WRAML-2 Attention/Concentration, Conners-4 Rating Scales etc.)

Overall, **Describe presence or absence of processing deficit in Attentional Processing

Cognitive Abilities in Association

Cognitive abilities in association refer to our brain's capacity to connect different pieces of information, recognizing relationships and patterns between ideas, facts, or experiences. This foundational skill allows us to learn new information by linking it to what we already know, and it's essential for short-term and working memory, understanding, and making sense of the world around us. In the classroom, strong associative abilities enable a student to make connections between new concepts and prior knowledge, recall related facts efficiently, and understand how different subjects or ideas fit together. Conversely, difficulties in this area might appear as trouble remembering new information, struggling to see the "big picture" or make inferences, or having challenges connecting causes with effects in their learning.

Wide Range Assessment of Memory & Learning, Third Ed. (WRAML-3)

The Wide Range Assessment of Memory and Learning – Third Edition (WRAML-3) is an individually administered, comprehensive clinical instrument designed to assess a student's memory abilities for individuals aged 5 years 0 months through 90 years 11 months. The WRAML-3 presents a variety of subtests that are combined to provide valuable insights into a student's specific memory strengths and weaknesses across different domains. This assessment is recognized for its strong psychometric properties and its utility in understanding how a student acquires, retains, and retrieves information.

The **Visual Immediate Memory Index** looks at how well FIRST NAME is able to immediately recall visual information that has just been presented. This includes skills such as remembering pictures, designs, or sequences of visual stimuli immediately after seeing them. In the classroom, this is crucial for remembering visual demonstrations, copying information from the board, recalling visual aids, and learning new concepts presented visually. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to immediately remember visual information is XXXX other students HISHER age.

The **Verbal Immediate Memory Index** looks at how well FIRST NAME is able to immediately recall verbal information that has just been presented. This includes skills such as remembering spoken words, sentences, or stories right after hearing them. In the classroom, this is crucial for following verbal instructions, understanding lectures, retaining information from discussions, and learning new vocabulary. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to immediately remember verbal information is XXXX other students HISHER age.

The **Attention/Concentration Index** looks at how well FIRST NAME is able to sustain focus, resist distraction, and concentrate on memory tasks. This includes skills such as remaining attentive during rote tasks and accurately processing information under timed conditions, reflecting the efficiency of HISHER attentional control. In the classroom, this is essential for maintaining focus during lessons, completing tasks without getting sidetracked, and accurately processing detailed information. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to focus and concentrate on memory-related tasks is XXXX other students HISHER age.

The **General Immediate Memory Index** provides a broad measure of FIRST NAME's overall ability to learn and recall new information immediately after it's presented, encompassing both verbal and visual modalities. This includes skills such as quickly encoding and remembering various types of information without a significant time delay. In the classroom, this is fundamental for grasping new concepts, retaining information during a lesson, and following rapid-fire instructions. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER general ability to immediately learn and recall new information is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category

Visual Immediate Memory			**XXXX**
Picture Memory			**XXXX**
Design Learning			**XXXX**
Verbal Immediate Memory			**XXXX**
Story Memory			**XXXX**
Verbal Learning			**XXXX**
Attention & Concentration			**XXXX**
Finger Windows			**XXXX**
Number Letter			**XXXX**
General Immediate Memory			**XXXX**

The **General Delayed Memory Index** measures FIRST NAME's ability to retain and recall learned information after a significant time delay (typically 20-30 minutes), without any further instruction or reminders. This includes skills such as remembering stories, word lists, or visual designs over a period of time, demonstrating long-term retention. In the classroom, this is critical for recalling previously taught lessons, studying for tests, and applying knowledge learned days or weeks prior. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to retain and recall information over time is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Visual Delayed Memory			**XXXX**
Picture Memory Delayed			**XXXX**
Design Learning Delayed			**XXXX**
Verbal Delayed Memory			**XXXX**
Story Memory Delayed			**XXXX**

Verbal Learning Delayed			**XXXX**
General Delayed Memory			**XXXX**

The **Working Memory Index** looks at how well FIRST NAME is able to hold information in HISHER mind and actively manipulate or use it to complete a task. This includes skills such as mentally reorganizing information, following multi-step directions, or performing mental calculations. In the classroom, this is vital for understanding complex instructions, solving multi-step problems, engaging in mental arithmetic, and integrating new information with existing knowledge. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to hold and actively process information in mind is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Visual Working Memory			**XXXX**
Verbal Working Memory			**XXXX**
General Working Memory			**XXXX**

Additional Measures and Data related to Association

Brief description of other data points that are heavily loaded on Association (e.g., KABC-2 Sequential, KABC-2 Learning, WISC-V Working Memory Index, etc)

Overall, **Describe presence or absence of processing deficit in Cognitive Abilities in Association

Cognitive Abilities in Conceptualization

Cognitive abilities in conceptualization involve our brain's power to form abstract ideas, understand complex concepts, and think in terms of categories or principles rather than just specific examples. This higher-order thinking, which includes fluid reasoning and problem-solving, allows us to grasp main ideas, draw conclusions, and generalize learning from one situation to another. It's about moving beyond simply memorizing facts to understanding the underlying meaning and structure of information. In an educational setting, a student with strong conceptualization skills can understand abstract mathematical principles, grasp the main theme of a story, or apply a learned scientific concept to a new scenario. Difficulties in conceptualization might manifest as struggling with abstract thinking, over-reliance on concrete examples, difficulty grasping main ideas, or challenges in problem-solving that requires flexible thinking.

Cognitive Assessment System – Second Edition (CAS-2) - Planning Index

The Cognitive Assessment System – Second Edition (CAS-2) is an individually administered, comprehensive clinical instrument designed to assess a student's psychological processing abilities

based on the Planning, Attention, Simultaneous, and Successive (PASS) theory of intelligence, for individuals aged 5 years 0 months through 17 years 11 months. The CAS-2 presents a variety of subtests that are combined to provide valuable insights into a student's specific cognitive processing strengths and weaknesses. The assessment is recognized for its strong psychometric properties and its utility in understanding how a student approaches novel problem-solving tasks and processes information.

The **Planning composite** measures FIRST NAME's ability to develop, apply, and evaluate strategies to solve problems. This includes HISHER capacity for thoughtful and organized approaches to tasks, goal setting, self-monitoring, and adapting plans when faced with challenges. In the classroom, these skills are crucial for organizing assignments, completing multi-step tasks, approaching complex problems, and monitoring one's own learning. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to plan and strategize is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Planning			**XXXX**
Planned Codes			**XXXX**
Planned Connections			**XXXX**
Planned Number Matching			**XXXX**

Additional Measures and Data related to Conceptualization

Brief description of other data points that are heavily loaded on Conceptualization (e.g., KABC-2 Planning, WISC-V Fluid Reasoning, TAPS-4 Listening Comprehension, DAS-II Nonverbal, etc)

Overall, **Describe presence or absence of processing deficit in Cognitive Abilities in Conceptualization

Cognitive Abilities in Expression

Cognitive abilities in expression encompass our brain's capacity to communicate thoughts, ideas, and knowledge clearly and effectively, whether through spoken language, written language, or other forms of communication. This involves not only generating ideas but also organizing them logically, choosing appropriate vocabulary, and structuring them in a way that others can understand, often requiring strong long-term retrieval and accessing crystallized knowledge. It reflects the output side of cognitive processing – how well a student can convey what they know or are thinking. In the classroom, strong expressive abilities are evident when a student can clearly explain their reasoning in math, write well-organized essays, participate effectively in class discussions, or articulate their understanding of a topic. Challenges in this area might present as difficulty finding the right words, struggling to organize thoughts for speaking or writing, producing fragmented or unclear explanations, or having trouble putting their ideas down on paper.

Brief description of other data points that are heavily loaded on Expression, both regarding retrieval and fluency (e.g., KABC-2 Knowledge, CTOPP-2 Rapid symbolic naming, DAS-II Verbal, etc)

Overall, **Describe presence or absence of processing deficit in Cognitive Abilities in Expression

Summary of Psychological Processing Data

**INTERPRET DATA
*Include a brief summary of **strengths** and weaknesses. Discuss significantly discrepant scores within processing areas. Explain if the data should be considered interpretable

EXECUTIVE FUNCTIONING

Executive Functioning refers to a set of higher-level mental skills that act like our brain's "control center" or "CEO," managing our thoughts, actions, and emotions to achieve goals. These crucial skills allow us to plan, organize, prioritize tasks, initiate and complete activities, manage our time, self-monitor our behavior, and adapt to new situations. It's about being able to regulate oneself to successfully navigate daily life and learning. Difficulties in executive functioning can manifest in various ways within the classroom, such as struggling to start assignments, having trouble staying organized with materials, losing track of time during tasks, difficulty switching between activities, or having trouble thinking flexibly when faced with unexpected changes or problems.

Cognitive Assessment System – Second Edition (CAS-2) - Executive Functioning and Working Memory

The Cognitive Assessment System – Second Edition (CAS-2) is an individually administered, comprehensive clinical instrument designed to assess a student's psychological processing abilities based on the Planning, Attention, Simultaneous, and Successive (PASS) theory of intelligence, for individuals aged 5 years 0 months through 17 years 11 months. The CAS-2 presents a variety of subtests that are combined to provide valuable insights into a student's specific cognitive processing strengths and weaknesses. The assessment is recognized for its strong psychometric properties and its utility in understanding how a student approaches novel problem-solving tasks and processes information.

Cognitive Assessment System – Second Edition (CAS-2) - Executive Functioning and Working Memory

The Cognitive Assessment System – Second Edition (CAS-2) is an individually administered, comprehensive clinical instrument designed to assess a student's psychological processing abilities based on the Planning, Attention, Simultaneous, and Successive (PASS) theory of intelligence, for individuals aged 5 years 0 months through 17 years 11 months. The CAS-2 presents a variety of subtests that are combined to provide valuable insights into a student's specific cognitive processing strengths and weaknesses. The assessment is recognized for its strong psychometric properties and its utility in understanding how a student approaches novel problem-solving tasks and processes information.

The **Executive Functioning composite** measures FIRST NAME's higher-level cognitive control processes that regulate other abilities, including problem-solving, planning, decision-making, and inhibition, distinct from working memory capacity. This reflects HISHER ability to self-regulate behavior and adapt to new situations by employing effective strategies. In the classroom, these skills are crucial for self-management, flexible thinking, initiating tasks, and persisting through challenges. In this area,

FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER executive control processes are XXXX other students HISHER age.

The **Working Memory composite** measures FIRST NAME's ability to hold and actively manipulate information in HISHER mind for a short period while simultaneously performing cognitive operations. This reflects HISHER capacity to temporarily store and process information needed for complex tasks. In the classroom, strong working memory is essential for following multi-step instructions, performing mental calculations, understanding complex sentences, and linking new information with prior knowledge. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to temporarily hold and manipulate information is XXXX other students HISHER age.

Scale	Standard Score	Percentile	Descriptive Category
Executive Functioning Composite			**XXXX**
Planned Connections			**XXXX**
Expressive Attention			**XXXX**
Working Memory Composite			**XXXX**
Verbal-Spatial Relations			**XXXX**
Sentence Repetition			**XXXX**
Sentence Questions			**XXXX**

Comprehensive Executive Function Inventory (CEFI)

The Comprehensive Executive Function Inventory (5–18 Years) Teacher Form and Parent Form was used to quantify their observations of a FIRST NAME's executive functioning behaviors. In combination with other information, results from the CEFI help calibrate a child's level of executive functioning in the following areas: attention, emotion regulation, flexibility, inhibitory control, initiation, organization, planning, self-monitoring, and working memory. Validity of the ratings provided by the raters were assessed for consistency, negative impression, positive impression, and number of omitted items. On the Parent rating, **{{CEFI Parent Validity}}**. On the Teacher rating, **{{CEFI Teacher Validity}}**.

	Parent Rating			**Teacher Rating**		
Scale	Standard Score	Percentile Rank	Descriptive Category	Standard Score	Percentile Rank	Descriptive Category

Full Scale			**XXXX**			**XXXX**
Attention			**XXXX**			**XXXX**
Emotion Regulation			**XXXX**			**XXXX**
Flexibility			**XXXX**			**XXXX**
Inhibitory Control			**XXXX**			**XXXX**
Initiation			**XXXX**			**XXXX**
Organization			**XXXX**			**XXXX**
Planning			**XXXX**			**XXXX**
Self-Monitoring			**XXXX**			**XXXX**
Working Memory			**XXXX**			**XXXX**

Parent Rating:
*** Insert Chart***

Teacher Rating:
Insert Chart

The **CEFI Full Scale** score is made up of items that belong on separate scales called Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory. Because there was significant variation among these scales, the Full Scale score will sometimes be higher, and other times lower, than scores on the separate CEFI Scales. {{Parent Title}} {{Parent Last Name}}'s rating yielded a Full Scale Standard score of **{{CEFI Full}},** which falls in the **{{CEFI Full DC}}** range with a percentile rank of **{{CEFI Full PR}}**. {{Teacher}}'s rating yielded a Full Scale Standard score of **{{CEFI Full T}},** which falls in the **{{CEFI Full T DC}}** range with a percentile rank of **{{CEFI Full T PR}}**.

The Attention scale score reflects how well FIRST NAME can avoid distractions, concentrate on tasks, and sustain attention. {{Parent Title}} {{Parent Last Name}}'s rating yielded an Attention Standard score of **{{CEFI Attn}},** which falls in the **{{CEFI Attn DC}}** range with a percentile rank of **{{CEFI Attn PR}}**. {{Teacher}}'s rating yielded an Attention Standard score of **{{CEFI Attn T}},** which falls in the **{{CEFI Attn T DC}}** range with a percentile rank of **{{CEFI Attn T PR}}**.

The **Emotion Regulation** scale score reflects FIRST NAME's control and management of his emotions, including staying calm when handling small problems and reacting with the right level of emotion. {{Parent Title}} {{Parent Last Name}}'s rating yielded an Emotion Regulation Standard score of **{{CEFI Emo Reg}},** which falls in the **{{CEFI Emo Reg DC}}** range with a percentile rank of **{{CEFI Emo Reg PR}}**. {{Teacher}}'s rating yielded an Emotion Regulation Standard score of **{{CEFI Emo Reg T}}** which falls in the **{{CEFI Emo Reg T DC}}** range with a percentile rank of **{{CEFI Emo Reg T PR}}**.

The **Flexibility** scale score describes how FIRST NAME adjusts his behavior to meet circumstances, including coming up with different ways to solve problems, having many ideas about how to do things, and being able to solve problems using different approaches. {{Parent Title}} {{Parent Last Name}}'s rating yielded a Flexibility Standard score of **{{CEFI Flex}},** which falls in the **{{CEFI Flex DC}}** range with a percentile rank of **{{CEFI Flex PR}}**. {{Teacher}}'s rating yielded a Flexibility Standard score of **{{CEFI Flex T}},** which falls in the **{{CEFI Flex T DC}}** range with a percentile rank of **{{CEFI Flex T PR}}**.

The **Inhibitory Control** scale score reflects FIRST NAME's ability to control his behavior or impulses, including thinking about consequences before acting, maintaining self-control, and keeping commitments. {{Parent Title}} {{Parent Last Name}}'s rating yielded an Inhibitory Control Standard score of **{{CEFI Inhib}},** which falls in the **{{CEFI Inhib DC}}** range with a percentile rank of **{{CEFI Inhib PR}}**. {{Teacher}}'s rating yielded an Inhibitory Control Standard score of **{{CEFI Inhib T}},** which falls in the **{{CEFI Inhib T DC}}** range with a percentile rank of **{{CEFI Inhib T PR}}**.

The **Initiation** scale score describes how FIRST NAME begins tasks or projects on his own, including starting tasks easily, being motivated, and taking the initiative when needed. {{Parent Title}} {{Parent Last Name}}'s rating yielded an Initiation Standard score of **{{CEFI Initiation}},** which falls in the **{{CEFI Initiation DC}}** range with a percentile rank of **{{CEFI Initiation PR}}**. {{Teacher}}'s rating yielded an Initiation Standard score of **{{CEFI Initiation T}},** which falls in the **{{CEFI Initiation T DC}}** range with a percentile rank of **{{CEFI Initiation T PR}}**.

The **Organization** scale score reflects FIRST NAME's ability to manage his personal effects, work, or multiple tasks, including organizing tasks and thoughts well, managing time effectively, and working neatly. {{Parent Title}} {{Parent Last Name}}'s rating yielded an Organization Standard score of **{{CEFI Org}},** which falls in the **{{CEFI Org DC}}** range with a percentile rank of **{{CEFI Org PR}}**. {{Teacher}}'s rating yielded an Organization Standard score of **{{CEFI Org T}},** which falls in the **{{CEFI Org T DC}}** range with a percentile rank of **{{CEFI Org T PR}}**.

The **Planning** scale score reflects how well FIRST NAME can develop and implement strategies to accomplish tasks, including planning ahead and making good decisions. {{Parent Title}} {{Parent Last Name}}'s rating yielded a Planning Standard score of **{{CEFI Plan}},** which falls in the **{{CEFI Plan DC}}**

range with a percentile rank of **{{CEFI Plan PR}}**. {{Teacher}}'s rating yielded a Planning Standard score of **{{CEFI Plan T}},** which falls in the **{{CEFI Plan T DC}}** range with a percentile rank of **{{CEFI Plan T PR}}**.

The **Self-Monitoring** scale score reflects FIRST NAME's ability to evaluate his own behavior in order to determine when a different approach is necessary, including noticing and fixing mistakes, knowing when help is required, and understanding when a task is completed. {{Parent Title}} {{Parent Last Name}}'s rating yielded a Self-Monitoring Standard score of **{{CEFI Self Mon}},** which falls in the **{{CEFI Self Mon DC}}** range with a percentile rank of **{{CEFI Self Mon PR}}**. {{Teacher}}'s rating yielded a Self-Monitoring Standard score of **{{CEFI Self Mon T}},** which falls in the **{{CEFI Self Mon T DC}}** range with a percentile rank of **{{CEFI Self Mon T PR}}**.

The **Working Memory** scale score describes how well FIRST NAME can keep information in mind that is important in knowing what to do and how to do it, including remembering important things, instructions, and steps. {{Parent Title}} {{Parent Last Name}}'s rating yielded a Working Memory Standard score of **{{CEFI Work Mem}},** which falls in the **{{CEFI Work Mem DC}}** range with a percentile rank of **{{CEFI Work Mem PR}}**. {{Teacher}}'s rating yielded a Working Memory Standard score of **{{CEFI Work Mem T}},** which falls in the **{{CEFI Work Mem T DC}}** range with a percentile rank of **{{CEFI Work Mem T PR}}.**

Analysis of these data reveal {{CEFI Summary}}.

Summary of Executive Functioning Data and Observations

INTERPRET DATA

*Include a brief summary of strengths and weaknesses. Discuss significantly discrepant scores. Explain if the data should be considered interpretable

ORAL LANGUAGE

Oral language skills are fundamental to a student's ability to learn, communicate, and interact effectively within academic and social environments. This domain encompasses both receptive language (how well a student understands spoken information) and expressive language (how well a student can articulate thoughts, ideas, and information verbally). Given that FIRST NAME has been exposed to both English and Spanish, the assessments below can be used to determine and describe the present status of an HISHER strengths and weaknesses within oral language, both with a single language, or between two languages for bilingual individuals. Through the inclusion of three parallel English and Spanish subtests, this examiner is able to compare and classify an individual's proficiency in English and Spanish. Additionally, this will help teachers gain a better understanding of the individual's language abilities to make more informed educational placement and instructional decisions.

Woodcock-Muñoz Language Survey III (WMLS-III)

The Woodcock-Muñoz Language Survey III (WMLS-III) is an individually administered, norm-referenced assessment designed to measure an individual's proficiency in spoken and, optionally, written language in both English and Spanish. It is suitable for individuals aged 2 years 0 months through 90+ years. The WMLS-III is often used in bilingual evaluations to determine language dominance, identify language proficiency levels, and assess specific strengths and weaknesses in language abilities. The purpose of the WMLS-III is to provide valuable, objective data on a student's linguistic capabilities, which is crucial for understanding their academic performance and determining appropriate educational support.

English Language Composites

Scale	Standard Score	Percentile	Descriptive Category
Listening			XXXX
Analogies			XXXX
Oral Comprehension			XXXX
Speaking			XXXX
Picture Vocabulary			XXXX
Oral Language Expression			XXXX
Reading			XXXX
Letter-Word Identification			XXXX
Passage Comprehension			XXXX
Writing			XXXX
Dictation			XXXX
Written Language Expression			XXXX
Broad English Oral Language			XXXX
Broad Reading and Writing			XXXX

Broad English Language Ability			**XXXX**

The **Listening** area looks at how well FIRST NAME is able to comprehend spoken English. This involves HISHER ability to understand oral vocabulary and follow spoken directions, demonstrating receptive language skills. In the classroom, strong listening skills are fundamental for comprehending verbal instructions, lectures, and classroom discussions. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), Percentile Rank **{{WMLS-III English Listening PR}}**), which means HISHER listening comprehension in English is XXXX other students HISHER age.

The **Speaking** area looks at how well FIRST NAME is able to express ideas and thoughts verbally in English. This involves HISHER ability to articulate vocabulary, formulate sentences, and communicate orally. In the classroom, strong speaking skills are essential for participating in discussions, presenting ideas, and clearly expressing questions or needs. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER oral expression in English is XXXX other students HISHER age.

The **Reading** area looks at how well FIRST NAME is able to decode written words and comprehend written passages in English. This includes HISHER ability to identify letters and words, as well as understand the meaning of sentences and paragraphs. In the classroom, robust English reading skills are paramount for accessing curriculum content, completing assignments, and learning independently from text. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER reading skills in English are XXXX other students HISHER age.

The **Writing** area looks at how well FIRST NAME is able to express ideas in written English. This involves HISHER ability to spell words correctly, use proper capitalization and punctuation, and compose coherent sentences and passages. In the classroom, effective English writing skills are crucial for completing written assignments, demonstrating knowledge, and communicating effectively in academic settings. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER writing skills in English are XXXX other students HISHER age.

The **Broad Oral Language** composite looks at FIRST NAME's overall proficiency in understanding and speaking English. This combines receptive (listening) and expressive (speaking) language skills to provide a comprehensive measure of HISHER verbal communication abilities. In the classroom, strong broad oral language skills are foundational for all verbal academic interactions and comprehension of spoken information. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER broad oral language proficiency in English is XXXX other students HISHER age.

The **Broad Reading and Writing** composite looks at FIRST NAME's combined proficiency in both reading and writing in English. This integrates HISHER ability to decode and comprehend written text with HISHER ability to express ideas in writing, including spelling and sentence composition. In the classroom, strong broad reading and writing skills are essential for demonstrating literacy across the

curriculum and engaging with written academic tasks. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER broad English reading and writing abilities are XXXX other students HISHER age.

The **Broad Language Ability** composite provides a comprehensive measure of FIRST NAME's overall proficiency in the English language, integrating oral language (listening and speaking), reading, and writing skills. This composite reflects HISHER overall functional use and understanding of English. In the classroom, strong broad language ability is critical for overall academic success, as language underpins all learning and communication. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER broad English language ability is XXXX other students HISHER age.

English Language Proficiency Levels: The WMLS-III provides a Language Proficiency Level, which is a criterion-referenced score that describes a student's proficiency in English relative to specific developmental benchmarks, ranging from Initial Development to Advanced. This level helps interpret how well the student can understand and use English in various academic and social contexts.

- **Initial Development:** The student demonstrates very limited proficiency in English. They may understand and use isolated words or very short phrases. They require significant support and visual aids to comprehend and communicate.
- **Early Development:** The student shows emerging proficiency, understanding and using basic phrases and simple sentences. They may communicate needs and ideas simply but still require considerable support and have difficulty with complex language.
- **Continuing Development:** The student's English proficiency is developing. They can understand and use more complex sentences and participate in basic conversations, but may struggle with academic vocabulary, abstract concepts, or nuanced communication.
- **Emerging Proficiency:** The student demonstrates a growing ability to use English effectively in academic and social settings. They can comprehend most common conversations and academic discussions, but may still make errors or require occasional clarification, especially with less familiar topics.
- **Proficient:** The student demonstrates strong English proficiency comparable to that of native English speakers of their age. They can understand and express complex ideas, participate fully in academic and social discourse, and use language effectively across various contexts.
- **Advanced:** The student demonstrates a highly developed and sophisticated command of the English language, often exceeding the proficiency of typical native speakers their age. They can use language with exceptional nuance, precision, and fluency in a wide range of academic and social situations.

Based on FIRST NAME's performance, HISHER English Language Proficiency Level is determined to be **XXXX**. HISHER associated raw score was **XX** against a criterion score of **XX**.

Spanish Language Composites

Scale	Standard Score	Percentile	Descriptive Category

Listening			**XXXX**
Analogies			**XXXX**
Oral Comprehension			**XXXX**
Speaking			**XXXX**
Picture Vocabulary			**XXXX**
Oral Language Expression			**XXXX**
Reading			**XXXX**
Letter-Word Identification			**XXXX**
Passage Comprehension			**XXXX**
Writing			**XXXX**
Dictation			**XXXX**
Written Language Expression			**XXXX**
Broad Spanish Oral Language			**XXXX**
Broad Reading and Writing			**XXXX**
Broad Spanish Language Ability			**XXXX**

The **Listening** area looks at how well FIRST NAME is able to comprehend spoken Spanish. This involves HISHER ability to understand oral vocabulary and follow spoken directions, demonstrating receptive language skills. In the classroom, strong listening skills are fundamental for comprehending verbal instructions, lectures, and classroom discussions in Spanish. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER listening comprehension in Spanish is XXXX other students HISHER age.

The **Speaking** area looks at how well FIRST NAME is able to express ideas and thoughts verbally in Spanish. This involves HISHER ability to articulate vocabulary, formulate sentences, and communicate orally in Spanish. In the classroom, strong speaking skills are essential for participating in discussions,

presenting ideas, and clearly expressing questions or needs in a Spanish-speaking context. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER oral expression in Spanish is XXXX other students HISHER age.

The **Reading** area looks at how well FIRST NAME is able to decode written words and comprehend written passages in Spanish. This includes HISHER ability to identify letters and words, as well as understand the meaning of sentences and paragraphs in Spanish. In the classroom, robust Spanish reading skills are paramount for accessing curriculum content, completing assignments, and learning independently from Spanish text. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER reading skills in Spanish are XXXX other students HISHER age.

The **Writing** area looks at how well FIRST NAME is able to express ideas in written Spanish. This involves HISHER ability to spell words correctly, use proper capitalization and punctuation, and compose coherent sentences and passages in Spanish. In the classroom, effective Spanish writing skills are crucial for completing written assignments, demonstrating knowledge, and communicating effectively in academic settings. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER writing skills in Spanish are XXXX other students HISHER age.

The **Broad Oral Language** composite looks at FIRST NAME's overall proficiency in understanding and speaking Spanish. This combines receptive (listening) and expressive (speaking) language skills to provide a comprehensive measure of HISHER verbal communication abilities in Spanish. In the classroom, strong broad oral language skills are foundational for all verbal academic interactions and comprehension of spoken information in Spanish. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER broad oral language proficiency in Spanish is XXXX other students HISHER age.

The **Broad Reading and Writing** composite looks at FIRST NAME's combined proficiency in both reading and writing in Spanish. This integrates HISHER ability to decode and comprehend written text with HISHER ability to express ideas in writing, including spelling and sentence composition in Spanish. In the classroom, strong broad reading and writing skills are essential for demonstrating literacy across the curriculum and engaging with written academic tasks in Spanish. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER broad Spanish reading and writing abilities are XXXX other students HISHER age.

The **Broad Language Ability** composite provides a comprehensive measure of FIRST NAME's overall proficiency in the Spanish language, integrating oral language (listening and speaking), reading, and writing skills. This composite reflects HISHER overall functional use and understanding of Spanish. In the classroom, strong broad language ability is critical for overall academic success in a Spanish-speaking context, as language underpins all learning and communication. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER broad Spanish language ability is XXXX other students HISHER age.

Spanish Language Proficiency Levels: Based on FIRST NAME's performance, HISHER Spanish Language Proficiency Level is determined to be XXXX. HISHER associated raw score was XX against a criterion score of XX.

**Analyze relative proficiency levels

Woodcock-Johnson IV Tests of Oral Language (WJ IV OL)

The Woodcock-Johnson IV (WJ-IV) Oral Language battery is an individually administered, comprehensive assessment designed to evaluate a student's proficiency in receptive and expressive language skills. It measures how well an individual understands spoken language and can articulate their thoughts and ideas verbally. This battery is suitable for individuals aged 2 years 0 months through 90+ years and can be administered in both English and Spanish.

Scale/subtest	Standard Score	Percentile	Descriptive Category
Listening Comprehension			**XXXX**
Oral Comprehension			**XXXX**
Understanding Directions			**XXXX**
Oral Expression			**XXXX**
Picture Vocabulary			**XXXX**
Sentence Repetition			**XXXX**
Comprensión auditiva			**XXXX**
Vocabulario sobre dibujos			**XXXX**
Lenguaje Oral			**XXXX**
Comprensión oral			**XXXX**
Comprender las instrucciones			**XXXX**

The **Listening Comprehension (English)** area looks at how well FIRST NAME is able to understand spoken English, including complex sentences, vocabulary, and passages, often requiring HISHER to draw inferences from auditory information. This receptive language skill is vital for comprehending lectures, stories, and spoken directions. In the classroom, robust listening comprehension is essential for learning from verbal instruction and participating effectively in classroom activities. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER listening comprehension in English is XXXX other students HISHER age.

The **Oral Expression (English)** area looks at how well FIRST NAME is able to articulate thoughts, ideas, and information verbally in English. This involves HISHER ability to retrieve vocabulary, formulate grammatically correct sentences, and express complex concepts orally. In the classroom, strong oral expression skills are crucial for answering questions, engaging in discussions, giving presentations, and effectively communicating needs and ideas. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER oral expression skills in English are XXXX other students HISHER age.

The **Comprension Auditiva** area looks at how well FIRST NAME is able to understand spoken Spanish, including complex sentences, vocabulary, and passages, often requiring HISHER to draw inferences from auditory information. This receptive language skill is vital for comprehending lectures, stories, and spoken directions in Spanish. In the classroom, robust listening comprehension is essential for learning from verbal instruction and participating effectively in classroom activities in a Spanish-speaking setting. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER listening comprehension in Spanish is XXXX other students HISHER age.

The **Lenguaje Oral** area looks at how well FIRST NAME is able to articulate thoughts, ideas, and information verbally in Spanish. This involves HISHER ability to retrieve vocabulary, formulate grammatically correct sentences, and express complex concepts orally in Spanish. In the classroom, strong oral expression skills are crucial for answering questions, engaging in discussions, giving presentations, and effectively communicating needs and ideas in a Spanish-speaking context. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER oral expression skills in Spanish are XXXX other students HISHER age.

Relative Proficiency Index

The Woodcock-Johnson Relative Proficiency Index (RPI) shows FIRST NAME's level of proficiency (accuracy, speed, comprehension, etc.) at the level at which same-age peers are 90% proficient. The RPI is a criterion-referenced score that can be used to compare the student to the expected proficiency for the student's age.

Spanish Cluster	Proficiency	English Cluster	Proficiency
Lenguaje Oral			**XXXX**
Amplio Lenguaje Oral			**XXXX**
Comprensión auditiva			**XXXX**

**Analyze relative proficiency levels

ACADEMIC ACHIEVEMENT

Academic achievement tests measure a student's acquired knowledge and skills in core academic areas such as reading, writing, and mathematics. When these tests are "age-normed," a student's performance is compared to that of a large, representative group of peers of the exact same chronological age, providing a standardized score that indicates how they perform relative to their age group. This comparison helps determine if a student is progressing as expected, struggling, or excelling in fundamental academic skills, irrespective of their specific grade level or curriculum exposure. Results from these tests are crucial for identifying specific academic strengths and weaknesses, informing eligibility for special education services, and guiding educational interventions to support a student's learning.

Wechsler Individual Achievement Test - Fourth Edition (WIAT-4)

The Wechsler Individual Achievement Test – Fourth Edition (WIAT-4) is an individually administered, comprehensive academic assessment designed to evaluate a student's achievement in core academic areas for individuals aged 4 years 0 months through 50 years 11 months. The WIAT-4 presents a variety of subtests that are combined to provide valuable insights into a student's specific academic strengths and weaknesses across various domains. This assessment is recognized for its strong psychometric properties and its utility in understanding a student's current level of academic performance.

The **Basic Reading** composite looks at how well FIRST NAME is able to demonstrate foundational reading skills. This includes skills such as decoding individual words, recognizing sight words, and applying phonics rules to read unfamiliar words. In the classroom, these skills are crucial for developing literacy, enabling students to access written information, and laying the groundwork for reading comprehension. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability in fundamental reading skills is XXXX other students HISHER age.

The **Reading Fluency** composite looks at how well FIRST NAME is able to read text accurately, quickly, and with appropriate expression. This includes skills such as reading connected text with good pacing and prosody, demonstrating automaticity in word recognition. In the classroom, fluent reading is essential for comprehension, allowing a student to focus on the meaning of the text rather than struggling with individual words, and is vital for efficient reading across all subjects. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to read fluently is XXXX other students HISHER age.

The **Reading Comprehension** subtest looks at how well FIRST NAME is able to understand written material. This includes recalling explicit details, making inferences, and drawing conclusions from sentences and longer passages. In the classroom, strong reading comprehension is vital for understanding textbooks, following written directions, and grasping the meaning of academic content across all subjects. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand written material is XXXX other students HISHER age.

The **Mathematics** composite looks at how well FIRST NAME is able to apply mathematical knowledge and skills. This includes skills such as performing mathematical calculations, solving word problems, understanding mathematical concepts, and applying reasoning to quantitative tasks. In the classroom, strong mathematical abilities are crucial for problem-solving in everyday life, success in science and technology, and managing personal finances. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER overall mathematical ability is XXXX other students HISHER age.

The **Math Problem Solving** subtest evaluates how well FIRST NAME can apply mathematical reasoning and concepts to solve real-world and abstract problems. This goes beyond simple calculations, requiring FIRST NAME to understand the problem, choose appropriate strategies, and execute steps to find a solution, often involving verbal or visual information. In the classroom, these skills are critical for applying math to practical situations, understanding word problems, and developing higher-level mathematical thinking. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to solve math problems is XXXX other students HISHER age.

The **Math Fluency** subtests (e.g., Addition, Subtraction, Multiplication) measure FIRST NAME's speed and accuracy in recalling and executing basic arithmetic facts. These are timed tasks that assess how quickly and effortlessly FIRST NAME can retrieve answers to fundamental calculation problems. In the classroom, strong math fluency allows for efficient completion of math tasks, reduces cognitive load during more complex operations, and supports overall mathematical proficiency. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability in basic math fact fluency is XXXX other students HISHER age.

The **Written Expression** composite looks at how well FIRST NAME is able to communicate ideas effectively through writing. This includes skills such as spelling accuracy, grammatical correctness, sentence structure, punctuation, and the organization and development of written compositions. In the classroom, clear written expression is crucial for conveying knowledge, completing assignments, engaging in written communication, and expressing thoughts and ideas in an organized manner. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to express HISHERself in writing is XXXX other students HISHER age.

The **Oral Language** composite looks at how well FIRST NAME is able to understand spoken language and express HISHERself verbally. This includes skills such as listening comprehension (understanding spoken words and sentences) and oral expression (using vocabulary, grammar, and coherent narrative to communicate ideas). In the classroom, strong oral language skills are essential for following instructions, participating in discussions, understanding lectures, and effectively communicating thoughts and questions. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand and use spoken language is XXXX other students HISHER age.

The **Orthographic Processing** composite looks at how well FIRST NAME is able to visually recognize and recall the correct spelling patterns of words. This includes skills such as forming mental

representations of words, recognizing correctly spelled words, and applying knowledge of common spelling rules and patterns. In the classroom, orthographic processing is crucial for efficient word recognition in reading, accurate spelling in writing, and building a sight word vocabulary. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to process and remember visual word forms is XXXX other students HISHER age.

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

The Kaufman Test of Educational Achievement – Third Edition (KTEA-3) is an individually administered, comprehensive academic assessment designed to evaluate a student's achievement in core academic areas for individuals aged 4 years 6 months through 25 years 11 months. The KTEA-3 presents a variety of subtests that are combined to provide valuable insights into a student's specific academic strengths and weaknesses across various domains. This assessment is recognized for its strong psychometric properties and its utility in understanding a student's current level of academic performance, often aiding in the identification of specific learning disabilities.

Woodcock-Johnson IV Tests of Achievement (WJ IV ACH)

The Woodcock-Johnson IV (WJ-IV) Tests of Achievement is an individually administered, comprehensive academic assessment designed to evaluate a student's achievement across various academic domains for individuals aged 2 years 0 months through 90+ years. The WJ-IV presents a wide range of subtests that are combined to provide valuable insights into a student's specific academic strengths and weaknesses, offering a detailed profile of their educational performance. This assessment is recognized for its strong psychometric properties and its utility in understanding a student's current level of academic mastery. The WJ IV ACH was administered to FIRST NAME to evaluate HISHER academic achievement in the areas of reading, mathematics and written expression.

Subtest/Cluster Score	Standard Score	Percentile	Descriptive Category
Basic Reading Skills			**XXXX**
Letter Word Identification			**XXXX**
Word Attack			**XXXX**
Reading Fluency			**XXXX**
Oral Reading			**XXXX**
Sentence Reading Fluency			**XXXX**
Reading			**XXXX**

Comprehension			
Passage Comprehension			**XXXX**
Reading Recall			**XXXX**
Math Calculation			**XXXX**
Calculation			**XXXX**
Math Facts Fluency			**XXXX**
Math Problem Solving			**XXXX**
Applied Problems			**XXXX**
Number Matrices			**XXXX**
Written Expression			**XXXX**
Writing Samples			**XXXX**
Sentence Writing Fluency			**XXXX**
*Spelling			**XXXX**

The **Basic Reading Skills** composite looks at how well FIRST NAME is able to demonstrate foundational reading abilities, including phonological awareness, letter-word identification, and pseudoword decoding. These skills are essential for accurately sounding out and recognizing individual words. In the classroom, strong basic reading skills are crucial for developing literacy, enabling students to accurately decode written information, and laying the groundwork for reading comprehension. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability in fundamental reading skills is XXXX other students HISHER age.

The **Reading Fluency** composite looks at how well FIRST NAME is able to read connected text accurately and quickly. This includes skills such as rapid word recognition, efficient eye movements, and reading passages at an appropriate pace. In the classroom, fluent reading is essential for comprehension, allowing a student to focus on the meaning of the text rather than struggling with individual words, and is vital for efficient reading across all subjects. In this area, FIRST NAME scored in

the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to read fluently is XXXX other students HISHER age.

The **Reading Comprehension** composite looks at how well FIRST NAME is able to understand and derive meaning from written passages. This includes skills such as answering questions about text, identifying main ideas, making inferences, and understanding vocabulary in context. In the classroom, strong reading comprehension is paramount for learning across all academic subjects, completing assignments, and engaging critically with written material. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand what HISHER reads is XXXX other students HISHER age.

The **Math Calculation** composite looks at how well FIRST NAME is able to perform basic arithmetic operations accurately and efficiently. This includes skills such as adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals. In the classroom, strong math calculation skills are crucial for successfully completing math assignments, solving quantitative problems, and building a foundation for more advanced mathematical concepts. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to perform mathematical computations is XXXX other students HISHER age.

The **Math Problem Solving** composite looks at how well FIRST NAME is able to apply mathematical concepts and reasoning to solve practical problems. This includes skills such as analyzing word problems, identifying relevant information, choosing appropriate strategies, and formulating solutions. In the classroom, strong math problem-solving abilities are essential for critical thinking, applying mathematical knowledge to real-world situations, and success in subjects requiring logical and quantitative reasoning. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to solve mathematical problems is XXXX other students HISHER age.

The **Written Expression** composite looks at how well FIRST NAME is able to communicate ideas effectively through writing. This includes skills such as writing sentences, generating longer written passages with coherent ideas, appropriate grammar, and effective organization. In the classroom, clear written expression is crucial for completing assignments, conveying knowledge across subjects, and engaging in various forms of written communication. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to express HISHERself in writing is XXXX other students HISHER age.

*Note: Spelling is not included in the above composite scores, but reported as a stand alone subtest.

The Batería IV Woodcock-Muñoz - Fourth Edition (Batería IV)

The Bateria IV Woodcock-Muñoz - Fourth Edition is an individually administered, comprehensive academic assessment designed to evaluate a student's achievement across various academic domains, specifically tailored for Spanish-speaking individuals aged 2 years 0 months through 90+ years. The Bateria IV presents a wide range of subtests in Spanish that are combined to provide valuable insights into a student's specific academic strengths and weaknesses, offering a detailed profile of their

educational performance in the Spanish language. This assessment is recognized for its strong psychometric properties and its utility in understanding a student's current level of academic mastery in a culturally and linguistically appropriate manner. As a student in the Dual Language Immersion program, FIRST NAME has received predominantly Spanish Language instruction. As such, he was also administered theThe Batería IV Woodcock-Muñoz (Batería IV). The Batería IV Woodcock-Muñoz (Batería IV) is the parallel Spanish version of Woodcock-Johnson IV ACH (WJ IV ACH).

Subtest/Cluster Score	Standard Score	Percentile	Descriptive Category
Des bás en Lectura			**XXXX**
Identificación de letras y palabras			**XXXX**
Análisis de palabras			**XXXX**
Fluidez en la Lectura			**XXXX**
Lectura oral			**XXXX**
Fluidez en lectura de frases			**XXXX**
Comprensión de Lectura			**XXXX**
Comprensión de textos			**XXXX**
Rememoración de lectura			**XXXX**
Des en Cálculo Matemáticos			**XXXX**
Cálculo			**XXXX**
Fluidez en datos matemáticos			**XXXX**
Resolución de Problemas Matemáticos			**XXXX**
Problemas aplicados			**XXXX**
Números matrices			**XXXX**
Expresión Escrita			**XXXX**
Expresión de lenguaje escrito			**XXXX**
Fluidez en escritura de frases			**XXXX**

*Ortografía			**XXXX**

The **Des bás en Lectura** composite looks at how well FIRST NAME is able to demonstrate foundational reading abilities in Spanish, including phonological awareness, letter-word identification, and pseudoword decoding. These skills are essential for accurately sounding out and recognizing individual words in Spanish. In the classroom, strong basic reading skills are crucial for developing literacy, enabling students to accurately decode written information, and laying the groundwork for reading comprehension in Spanish. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability in fundamental reading skills in Spanish is XXXX other students HISHER age.

The **Fluidez en la Lectura** composite looks at how well FIRST NAME is able to read connected text accurately and quickly in Spanish. This includes skills such as rapid word recognition, efficient eye movements, and reading passages at an appropriate pace in Spanish. In the classroom, fluent reading is essential for comprehension, allowing a student to focus on the meaning of the text rather than struggling with individual words, and is vital for efficient reading across all subjects in Spanish. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to read fluently in Spanish is XXXX other students HISHER age.

The **Comprensión de Lectura** composite looks at how well FIRST NAME is able to understand and derive meaning from written passages in Spanish. This includes skills such as answering questions about text, identifying main ideas, making inferences, and understanding vocabulary in context within Spanish texts. In the classroom, strong reading comprehension is paramount for learning across all academic subjects, completing assignments, and engaging critically with written material in Spanish. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to understand what HISHER reads in Spanish is XXXX other students HISHER age.

The **Des en Cálculo Matemáticos** composite looks at how well FIRST NAME is able to perform basic arithmetic operations accurately and efficiently. This includes skills such as adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals. In the classroom, strong math calculation skills are crucial for successfully completing math assignments, solving quantitative problems, and building a foundation for more advanced mathematical concepts. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to perform mathematical computations is XXXX other students HISHER age.

The **Resolución de Problemas Matemáticos** composite looks at how well FIRST NAME is able to apply mathematical concepts and reasoning to solve practical problems. This includes skills such as analyzing word problems, identifying relevant information, choosing appropriate strategies, and formulating solutions. In the classroom, strong math problem-solving abilities are essential for critical thinking,

applying mathematical knowledge to real-world situations, and success in subjects requiring logical and quantitative reasoning. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to solve mathematical problems is XXXX other students HISHER age.

The **Expresión Escrita** composite looks at how well FIRST NAME is able to communicate ideas effectively through writing in Spanish. This includes skills such as spelling, writing sentences, and generating longer written passages with coherent ideas, appropriate grammar, and effective organization in Spanish. In the classroom, clear written expression is crucial for completing assignments, conveying knowledge across subjects, and engaging in various forms of written communication in Spanish. In this area, FIRST NAME scored in the **XXXX** range (Standard Score **XX**, Percentile Rank **XX**), which means HISHER ability to express HISHERself in writing in Spanish is XXXX other students HISHER age.

*Note: Ortografia is not included in the above composite scores, but reported as a stand alone subtest.

Student Annual Needs Determination Inventory (SANDI)

The Student Annual Needs Determination Inventory (SANDI) is an assessment tool designed by the Riverside County Office of Education for students with moderate to severe intellectual disabilities as well as those with significant support needs. The SANDI is a comprehensive summative and formative assessment focused on skill development and skill independence across reading, writing, math, communication, and fine motor domains. FIRST NAME was assessed using the SANDI, and the following skills were noted:

Reading: include brief description of areas of independent ability, as well as skills that require more support

Math:

Writing:

Communication:

Based on these data, **Discuss student's areas of progress and/or stagnation. You can also ask the case carrier to send you the progress graphs. These are great to paste here, and describe growth over time.

Summary of Academic Achievement Data

**Interpret data

Provide a brief summary of areas of strength and weakness. Discuss discrepant scores, patterns/trends from classroom or past academic performance.

SOCIAL-EMOTIONAL & BEHAVIORAL FUNCTIONING

Social-emotional functioning refers to an individual's ability to understand and manage their emotions, and how effectively they interact with others in various environments. Behavioral functioning reflects the developmental and social appropriateness of a student's actions within school and at home. Assessing this domain in a psychoeducational evaluation is crucial for understanding how these factors might influence a student's academic performance, learning, and overall school experience. It is important to recognize that students with disabilities often face an increased risk of emotional challenges and impaired well-being due to how their disability affects them in school. While these psychosocial impacts can sometimes meet the criteria for an Other Health Impairment or an Emotional Disturbance, they are frequently a secondary effect of the student's primary disability.

Most rating scales discussed below utilize T-Scores to reflect functioning. The following table reminds the reader of the T-Scores and how they connect to scale descriptive categories.

Clinical Scales Descriptors	T-Score	Adaptive Scales Descriptors
Clinically Significant	>70	Average
At-Risk	69-60	Average
Average	59-40	Average
Average	39-31	At-Risk
Average	<30	Clinically Significant

Differences between or among rating scale data can occur for a variety of reasons, including actual differences in behavior across settings, different actual behavior in the presence of different raters (e.g., across teachers with different management styles or between parents), or in some instances small, nonsignificant differences in scores near preset cutoff points.

Behavior Assessment System for Children-3rd Edition (BASC-3) - Clinical Scales

The Behavior Assessment System for Children-3rd Edition (BASC-3) is an integrated system designed to facilitate the differential identification and classification of a variety of emotional and behavioral concerns in children and to aid in the design of treatment plans. The BASC-3 is divided into Clinical Scales and Adaptive Scales.

The following is a description of the Validity Scales of the BASC-3 scales:

- F-Index: This index assesses the possibility that a teacher or parent rated a child in an inordinately negative fashion
- Response Pattern Index: This index assesses the likelihood that a respondent was inattentive to item content.
- Consistency Index: This index identifies cases when the respondent has given differing responses to items that are usually answered similarly.

The following are descriptions of scales measured on the BASC-3:

Clinical Scales	
Aggression	The tendency to act in a hostile manner (either verbal or physical) that is threatening to others about real or imagined problems.
Anxiety	The tendency to be nervous, fearful, or worried.
Attention Problems	The tendency to be easily distracted and unable to concentrate more than momentarily.
Atypicality	The tendency to behave in ways that are considered "odd" or "bizarre,"and may be more commonly associated with intellectual disability, Autism, or psychosis. Atypicality may also be elevated in more significant or impairing presentations of depression, anxiety, or ADHD.
Conduct Problems	The tendency to engage in antisocial and rule-breaking behavior, including destroying property.
Depression	Feelings of unhappiness, sadness, and stress that may result in an inability to carry out everyday activities or may bring on thoughts of suicide.
Hyperactivity	The tendency to be overly active, rush through work or activities, and act without thinking.
Learning Problems	The presence of academic difficulties, particularly understanding or completing homework.
Somatization	The tendency to be overly sensitive to and complain about relatively minor physical problems and discomforts.
Withdrawal	The tendency to evade others to avoid social contact.

Clinical Scales		
Scale	**Parent**	**Teacher**
	Descriptive Category (T-Score)	**Descriptive Category (T-Score)**
Hyperactivity	XXXX (XX)	XXXX (XX)
Aggression	XXXX (XX)	XXXX (XX)
Conduct Problems	XXXX (XX)	XXXX (XX)
Externalizing Problems Index	XXXX (XX)	XXXX (XX)
Anxiety	XXXX (XX)	XXXX (XX)
Depression	XXXX (XX)	XXXX (XX)

Somatization	XXXX (XX)	XXXX (XX)
Internalizing Problems Index	XXXX (XX)	XXXX (XX)
Attention Problems	XXXX (XX)	XXXX (XX)
Learning Problems	XXXX (XX)	XXXX (XX)
School Problems Index	XXXX (XX)	XXXX (XX)
Atypicality	XXXX (XX)	XXXX (XX)
Withdrawal	XXXX (XX)	XXXX (XX)
Behavioral Symptoms Index	XXXX (XX)	XXXX (XX)

ADD BASC Graph also, add columns for additional teachers

BASC-3 ratings indicate concerns with:

These data suggest **Add a brief analysis of the BASC data

Conners Rating Scale, 4th Edition (Conners 4)

The Conners Rating Scale, Fourth Edition (Conners 4) is an assessment of behaviors associated with attention-deficit/hyperactivity disorder (ADHD) and its most common comorbid problems and disorders in children and adolescents aged 6 to 18 years. It is a rating scale assessment that takes into account home, social, and school settings. The rater reads each item carefully and decides how often the specific behavior was observed in the past month, or how true each item was in the past month. T-Scores for Conners 4 scales convert the raw scores to reflect what is typical or atypical for that age and gender. For this assessment, the Parent Form and the Teacher Form were administered.

Note: The Conners 4 provides three scales related to DSM V symptom alignment for ADHD (ADHD Inattentive Symptoms, ADHD Hyperactive/Impulsive Symptoms, and Total ADHD Symptoms), and one scale related to Oppositional Defiant Disorder. It is neither within the scope of this evaluation to assess and report on FIRST NAME's diagnostic alignment to DSM V diagnostic criteria, nor is it within the scope of this evaluation to suggest or validate the presence of any medical diagnosis. As such, scales related to DSM V diagnostic criteria are not reported here.

The following chart describes behaviors or characteristics captured within each domain:

Response Style Analysis
This analysis included four areas that describe the respondents style of rating the target individual, and capture possible concerns related to the validity of the respondent's endorsements. These areas include the Negative

Impression Index, which describes if the respondent's answers reflected an unusually or excessively negative perception of the target student, the Inconsistency Index, which captures relative consistency between similar items, as well as the response rate/pacing of the respondent, and if any items were omitted.
Sleep Problems Indicator
These items provide a quick screening of problems related to sleep. Sleep impairments can present as inattentiveness, and can trigger or exacerbate other behaviors and indicators of ADHD. This scale does not yield a T score, and instead indicates relative typicality of sleep-related behaviors

Content Scales	
Inattention/ Executive Dysfunction	Includes having trouble paying attention and sustaining attention, as well as difficulty with other areas of executive functioning such as planning, organizing, and time management.
Hyperactivity	Includes restlessness, having difficulty staying seated or sitting still, needing to move around, getting overly excited, and talking too much.
Impulsivity	Includes frequently interrupting others, blurting out answers, acting before thinking, and having trouble waiting for one's turn.
Emotional Dysregulation	Includes difficulties with overreacting, losing temper, and having trouble calming down.
Depressed Mood	Includes emotional experiences and behaviors such as feeling sad, lacking enjoyment in things that used to be enjoyed, and feeling hopeless about the future.
Anxious Thoughts	Includes students' experience of—or difficulty with—regulating fears or worries, including appearing tense or nervous, and worrying too much about different things.
Impairment & Functional Outcome Scale	
School Work	Reflects difficulties in the school setting, including turning in late or incomplete work, losing homework, and not checking their work for mistakes.
Peer Interactions	Reflects difficulties in social interactions with peers, including annoying their peers, not being invited by others to play or go out, and others not wanting to be friends with them.
Family Life (Parent Rating Only)	Reflects family disruptions caused by the student, including creating stress and chaos among family members, causing the family to be late to appointments, losing things at home, and requiring significant parental support and time at home.
Conners 4 ADHD Index	
ADHD Index	Composed of the 12 items that best differentiate youth with ADHD from those in the general population. This is reported as a percentage, which denotes the probability that a given score came from a student with ADHD.

Index/Scale	Parent Rating	Teacher Rating

Response Style Analysis		
Sleep Problems Indicator		
Conners 4 ADHD Index	Probability Score: % Range:	Probability Score: % Range:
Content Scales	**Descriptive Category (T Score)**	
Inattention/Executive Dysfunction	XXXX (XX)	XXXX (XX)
Hyperactivity	XXXX (XX)	XXXX (XX)
Impulsivity	XXXX (XX)	XXXX (XX)
Emotional Dysregulation	XXXX (XX)	XXXX (XX)
Depressed Mood	XXXX (XX)	XXXX (XX)
Anxious Thoughts	XXXX (XX)	XXXX (XX)
Impairment & Functional Outcome Scales		
Schoolwork	XXXX (XX)	XXXX (XX)
Peer Interactions	XXXX (XX)	XXXX (XX)
Family Life	XXXX (XX)	-

**Add Conners graphs if desired. Also, add columns for additional teachers

Conners-4 ratings indicate concerns with:

These data suggest **Provide brief analysis of Conners data. Include discussion of discrepancy or congruence between parent and teacher ratings.

Additionally, FIRST NAME was administered the Conners 4 Self-Report to explore HISHER perception of behaviors associated with attention-deficit/hyperactivity disorder (ADHD). These data below reflect FIRST NAME's experiences in the home and school setting relative to these behaviors and characteristics.

Index/Scale	Self-Report Rating
Response Style Analysis	

Sleep Problems Indicator	
Conners 4 ADHD Index	Probability Score: % Range:
Content Scales	Descriptive Category (T Score)
Inattention/Executive Dysfunction	XXXX (XX)
Hyperactivity	XXXX (XX)
Impulsivity	XXXX (XX)
Emotional Dysregulation	XXXX (XX)
Depressed Mood	XXXX (XX)
Anxious Thoughts	XXXX (XX)
Impairment & Functional Outcome Scales	Descriptive Category (T Score)
Schoolwork	XXXX (XX)
Peer Interactions	XXXX (XX)
Family Life	XXXX (XX)

Conners-4 ratings indicate concerns with:

These data suggest **Provide brief analysis of Conners data. Include discussion of discrepancy or congruence between self-report and parent/teacher ratings.

Conners Early Childhood (Conners-EC)

The **Conners Early Childhood (Conners-EC)** is a comprehensive, standardized rating scale designed to assess a wide range of developmental, behavioral, and social-emotional issues in young children aged 18 months to 6 years. These scales are completed by parents and teachers who observe the child in both home and educational settings. The purpose of the Conners-EC is to provide valuable, norm-referenced data that reflects how frequently various behaviors, including those related to developmental milestones, behavioral concerns, and social-emotional functioning, are observed. It acts as a standardized measure of FIRST NAME's observed behaviors and their impact on daily functioning. The following chart describes each scale:

Content Scales	**Common Characteristics of High Scorers**

Inattention/ Hyperactivity	Difficulty with control of attention and/or behavior. May have poor concentration or be easily distracted. May lose interest quickly or have difficulty finishing things. May have high activity levels and difficulty staying seated. May be easily excited, impulsive and/or fidgety.
Defiant/Aggressive Behaviors	May be argumentative, defiant, destructive, or dishonest. May have problems with controlling temper. May have problems with physical and/or verbal aggression.
Defiance/Temper	Difficult. May be argumentative, stubborn, and/or defiant. May be manipulative, moody, whiny, or have poor anger control.
Aggression	Aggressive. May fight or bully. May be rude, destructive, and/or dishonest.
Social Functioning/ Atypical Behaviors	Poor and/or odd, unusual social skills. May have difficulty with friendships, socially awkward. May appear disinterested in social interactions. May have difficulty with emotions. May have unusual interests, behaviors and/or language. May show repetitive or rigid behavior.
Total Social Functioning	Poor social skills. May have difficulty with body language, social cues, or emotions. May seem rude or unfriendly. May have no friends, may be unliked, unaccepted, or ignored by peers.
Atypical Behaviors	May be perceived as odd and unusual. May have unusual interests and/or language. May have repetitive body movements or play. May be rigid or inflexible. May appear disinterested in social interactions. May have limited emotional expression. May engage in unusual behaviors (e.g., self-harm, pica, tics).
Anxiety	Anxious, including emotional or physical symptoms. May be fearful or have difficulty controlling worries. May be clingy or easily frightened. May cry easily. Feelings may be easily hurt. May complain of aches/pains. May have sleep difficulties or nightmares.
Mood and Affect	Mood problems may include irritability, sadness, negativity, and anhedonia. May be tearful. May display sad or morbid themes in play.
Physical Symptoms	Physical symptoms that may have medical/emotional roots. May complain of aches/pains or feeling sick. May have eating issues. May have sleep difficulties or nightmares.
Total Sleep Problems	May have sleep difficulties or nightmares.

Index/Scale	**Parent Rating Descriptive Category (T-Score)**	**Teacher Rating Descriptive Category (T-Score)**
Inattention/Hyperactivity	XXXX (XX)	XXXX (XX)
Defiant/Aggressive Behaviors	XXXX (XX)	XXXX (XX)
Defiance/Temper	XXXX (XX)	XXXX (XX)
Aggression	XXXX (XX)	XXXX (XX)

Social Functioning/ Atypical Behaviors	XXXX (XX)	XXXX (XX)
Total Social Functioning	XXXX (XX)	XXXX (XX)
Atypical Behaviors	XXXX (XX)	XXXX (XX)
Anxiety	XXXX (XX)	XXXX (XX)
Mood and Affect	XXXX (XX)	XXXX (XX)
Physical Symptoms	XXXX (XX)	XXXX (XX)
Total Sleep Problems	XXXX (XX)	XXXX (XX)

Conners EC ratings indicate concerns with:

These data suggest **Provide brief analysis of Conners data. Include discussion of discrepancy or congruence between parent/teacher ratings.

Scales for Assessing Emotional Disturbance, Third Edition (SAED-3)

The Scales for Assessing Emotional Disturbance, Third Edition (SAED-3) is a comprehensive, standardized rating scale designed to assist in the identification of students with an Emotional Disturbance (ED) as defined by the Individuals with Disabilities Education Act (IDEA), for individuals aged 5 to 18 years. These scales are completed by multiple informants, typically parents and teachers, who observe the student in their respective home and educational environments. The purpose of the SAED-3 is to provide valuable, norm-referenced data that helps determine if a student meets the specific criteria for an emotional disturbance, examining characteristics such as an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; and a tendency to develop physical symptoms or fears associated with personal or school problems. It acts as a standardized measure of FIRST NAME's observed behaviors and their impact on daily functioning. It has five core subscales (Inability to Learn, Relationship Problems, Inappropriate Behavior, Unhappiness or Depression, Physical Symptoms or Fears). The following chart describes each scale:

Content Scales	Scale Description
Inability to Learn	May include problems involving basic academics, subject or content areas, and other kinds of learning. Such problems can cause conflict with others, personal distress, and other varieties of emotional and behavioral disorders. Conversely, conflict or distress can cause learning problems.
Relationship Problems	Refers to students who exhibit too much aversive social behavior (e.g., irritating, disrupting, threatening, bullying, stealing) or too little social behavior (e.g., starting or continuing social

	interactions, cooperating, communicating effectively, solving peer conflicts). The result may be social isolation or rejection.
Inappropriate Behaviors	Difficult. May be argumentative, stubborn, and/or defiant. May be manipulative, moody, whiny, or have poor anger control.
Rating Scale Index	Includes pervasive negative thoughts and emotions (e.g., of sad events, hopelessness, heath, worthlessness, guilt), behaviors (e.g, crying episodes, suicide attempts, withdrawal from social activities and relationships), and physical manifestations (e.g., drastic change in weight, appetite, or activity level).
Physical Symptoms or Fears	Can involve distressful feelings and thoughts (e.g., worry about embarrassment, injury, or inability to control one's own forbidden thoughts, maladaptive motor behaviors (e.g., avoidance of situations, picking at self, tics, facial expressions of worry or sadness) and verbal behavior (e.g., self-doubt, perfectionism), and unpleasant physical reactions (e.g., trembling, sweating, diminished bladder control, nausea, headaches). These aspects of physical symptoms or fears are inappropriately intense and difficult to control voluntarily.
Total Social Functioning	This composite score is derived by combining scores from the core subscales to measure a student's overall degree of emotional and behavioral problems. The federal definition of ED does not provide for any combination of characteristics or other overall measure of emotional and behavior problems, however, this index does provide insight into the breadth and severity of adverse impact of these behavioral and emotional concerns on a student's overall functioning.

Scale	**Parent**	**Teacher**
	Descriptive Category (scaled score)	**Descriptive Category (scaled score)**
Inability to Learn		
Relationship Problems		
Inappropriate Behaviors		
Unhappiness or Depression		
Physical Symptoms or Fears		
Rating Scale Index	**DC (Index Score: xx, Percentile Rank: xx)**	**DC (Index Score: xx, Percentile Rank: xx)**
Descriptive Terms for ED Subscales		
Not Indicative of ED: scaled score 13 or below	**Indicative of ED:** scaled score 14-16	**Highly Indicative of ED:** scaled score 17 or above

SAED-3 ratings indicate concerns with:

These data suggest **Provide brief analysis of SAED-3 data. Include discussion of discrepancy or congruence between self-report and parent/teacher ratings.

Children's Depression Inventory - Second Edition (CDI-2)

The Child Depression Inventory 2nd Edition (CDI-2) is a comprehensive, standardized self-report and multi-informant rating scale designed to assess symptoms of depression in children and adolescents aged 7 to 17 years. This version is completed by parents or teachers, providing insight into observed depressive symptoms across different settings. The purpose of the CDI-2 is to provide valuable, norm-referenced data that reflects how frequently specific depressive thoughts, feelings, and behaviors are observed in the student from an external perspective.

The CDI-2 was completed by: XXXX

Content Scales	Scale Description
Total Score	This score reflects the number and overall severity of depressive symptoms.
Emotional Problems	Reflects the respondent's assessment of the child's sadness, irritability, fatigue, or loneliness
Functional Problems	Reflects the respondent's assessment of the child's functioning, including worsening school performance, difficulty interacting with peers, and an impaired capacity to be cooperative and to enjoy school activities.

Scale	Parent	Teacher
	Descriptive Category (T-score)	Descriptive Category (T-score)
Total Score		
Emotional Problems		
Functional Problems		

The CDI-2 ratings indicate concerns with XXXX.

These data suggest **Provide brief analysis of CDI-2 data. Include discussion of discrepancy or congruence between parent/teacher ratings.

Additionally, FIRST NAME was administered the CDI-2 Self-Report to assess HISHER own perception of HISHER depressive symptoms. In addition to the Total Score, Emotional Problems, and Functional Problems assessed on the parent and teacher rating, the CDI-2 Self-Report also provides subscale information related to negative mood/physical symptoms, negative self-esteem, ineffectiveness, and interpersonal problems. The following chart describes these additional subscales:

Content Scales	Scale Description
Negative Mood/ Physical Symptoms	This score reflects reflects feelings of sadness, irritability and physical symptoms related to sleep, appetite, fatigue, and aches and pains
Negative Self-Esteem	Reflects feelings of low self-esteem, self-dislike, and feelings of being unloved.
Ineffectiveness	Reflects negative evaluation of one's abilities and academic performance, as well as an impaired capacity to enjoy school and other activities.
Interpersonal Problems	Reflects the child's difficulty interacting with peers.

Scale	T-Score	Descriptive Category
Total Score		
Emotional Problems		
Negative Mood/ Physical Symptoms		
Negative Self-Esteem		
Functional Problems		
Ineffectiveness		
Interpersonal Problems		

The CDI-2 Self-Report ratings indicate concerns with XXXX.

These data suggest **Provide brief analysis of CDI-2 data. Include discussion of discrepancy or congruence between self-report and parent/teacher ratings.

Assessments of Autism Characteristics

The educational disability of Autism is characterized by impairments in verbal and nonverbal communication and social interactions, which are generally evident before the age of three, and adversely affect a child's educational performance. Additionally, there are a range of behaviors and response styles that are identified in the Educational Code, and these are explored in the data below. Assessment of these characteristics is largely informed by skilled observations by this assessor and rating scale data provided by informants that know the child well, in conjunction with other data presented within this evaluation (e.g., interviews, records reviews, health history). FIRST NAME was assessed in this area due to Autism being an area of suspected disability.

It should be noted that the educational disability of Autism is distinct from a medical diagnosis of Autism Spectrum Disorder; a medical diagnosis of Autism Spectrum Disorder may or may not accompany an educational identification of Autism.

Autism Diagnostic Observation Schedule - Second Edition (ADOS-2)

The Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) is considered a "gold standard" assessment tool for aiding in the identification of Autism educational disabilities across a wide range of ages and developmental levels, from toddlers as young as 12 months through adulthood. Unlike traditional paper-and-pencil tests, the ADOS-2 is a semi-structured, standardized observation of an individual's communication, social interaction, play, and restricted/repetitive behaviors. It involves a series of engaging activities and tasks specifically designed to elicit behaviors relevant to ASD in a controlled and observable setting. The purpose of the ADOS-2 is to provide a highly systematic and standardized way to observe and code specific behaviors known to be indicative of Autism related behaviors and characteristics. It's designed to create opportunities for the individual to display social and communication skills (or challenges) that might not be evident in less structured environments. This direct observation helps to reduce subjective bias and provides a consistent framework for assessment. This administration of the ADOS-2 was completed by XXXX. Module X was selected and administered due to *reference student's language level

Language and Communication
**Provide a few sentences that describe the specific language and communication related behaviors and/or challenges observed. May include: amount of spontaneous verbal communication, reciprocal communication, gestures, initiation and maintenance of social interactions via verbal/nonverbal communication

Social Interaction
**Provide a few sentences that describe the student's social interactions. Highlight both strengths and areas of struggle.

Play
**Provide a brief description of the student's play, including interest in cooperative play, ability to maintain play, imaginative play, etc. Note any strengths related to play. May be very short for older students.

Stereotyped Behaviors and Restricted Interests/Behaviors
**Provide a brief description of the student's stereotypy or restricted interests/behavior. This may include hand/finger mannerisms, fixations, rigidity, and possibly sensory atypicalities. Note any strengths related to play. Also include here if hyperactivity/poor attention were relevant. May be very short if none were observed

The ADOS-2 results in a cutoff score indicating whether a pattern of behaviors is consistent with Autism, consistent with a classification of Autism Spectrum, or not consistent with ASD ("non-spectrum"). On this administration of the ADOS-2, Module 2, FIRST NAME's score was consistent with Autism Spectrum/consistent with Autism/not indicative of Autism Spectrum, and HESHE was rated as demonstrating a XXX level of symptoms.

Results from the ADOS-2 are not equivalent to a formal diagnosis of Autism Spectrum Disorder, rather these results are incorporated with all other sources of information from this evaluation to make recommendations regarding eligibility.

Autism Spectrum Rating Scales (ASRS)

The Autism Spectrum Rating Scales (ASRS) are comprehensive, standardized questionnaires designed to help identify behaviors associated with Autism Spectrum Disorder (ASD) in children and adolescents aged 2 to 18 years. These scales are completed by multiple informants, typically parents and teachers, who observe the child in different settings. The purpose of the ASRS is to provide valuable, norm-referenced data that reflects how frequently specific behaviors linked to ASD are observed. It acts as a standardized measure of FIRST NAME's observed behaviors and their impact on daily functioning. The following chart describes each scale:

Total Score	Refers to the overall behavioral characteristics that the child presents with that are similar to children medically diagnosed with Autism Spectrum Disorder
ASRS Scales	
Social/ Communication	Refers to ease with which a child is able to use verbal and non-verbal communication to initiate, engage in, and maintain social contact
Unusual Behaviors	Refers to a child's tolerance for changes in routine, engagement in apparently purposeless and stereotypical behaviors, and overreaction to certain sensory experiences.
Self-Regulation	Indicate how well the youth controls his behavior and thoughts, maintains focus, and resists distraction

Treatment Scales	
Peer Socialization	Refers to the child's willingness and capacity to successfully engage in activities that develop and maintain relationships with other children
Adult Socialization	Indicates the child's willingness and capacity to successfully engage in activities that develop and maintain relationships with adults
Social/Emotional Reciprocity	Indicates the child's ability to provide an appropriate emotional response to another person in a social situation
Atypical Language	Captures the extent to which the child is able to utilize spoken communication in a structures and conventional way
Stereotypy	Refers to the extent to which the child engages in apparently purposeless and repetitive behaviors
Behavioral Rigidity	Indicates the extent to which the youth tolerates changes in his environment, routines, activities, or behaviors

Sensory Sensitivity	Indicates the youth's level of tolerance for certain experiences sensed through touch, sound, vision, smell, or taste
Attention	Captures the extent to which the youth is able to appropriately focus attention on one thing while ignoring other things

Note: The DSM-V Scale is not reported here because Autism eligibility criteria within the CA Educational Code does align with the DSM-V diagnostic criteria for Autism Spectrum Disorder, and it is not within the scope of this evaluation to speak to {{First Name}}'s diagnostic concordance to the DSM-V criteria.

Scale	**Parent Rating**	**Teacher Rating**
	Descriptive Category (T-Score)	**Descriptive Category (T-Score)**
Total Score:		
ASRS Scales		
Social/ Communication		
Unusual Behaviors		
Self-Regulation		
Treatment Scales		
Peer Socialization		
Adult Socialization		
Social/Emotional Reciprocity		
Atypical Language		
Stereotypy		
Behavioral Rigidity		
Sensory Sensitivity		
Attention/ Self-Regulation		

**Add ASRS graphs if desired. Also, add columns for additional teachers

ASRS ratings indicate concerns with:

These data suggest **Provide brief analysis of ASRS data. Include discussion of discrepancy or congruence between parent and teacher ratings.

Childhood Autism Rating Scale - Second Edition (CARS-2)

The Childhood Autism Rating Scale (CARS) is a behavior rating scale designed to help identify children with autism and determine the severity of Autism related behavior and characteristics. FIRST NAME was

rated on a scale from 1 (average) to 4 (severely atypical) for various criteria and yields a composite score ranging from Minimal-to-No Symptoms, Mild-to-Moderate Symptoms, to Severe Symptoms of Autism. This rating was completed by this examiner after observing FIRST NAME and gathering information from caregivers. The purpose of the CARS is to provide valuable, norm-referenced data that reflects the presence and severity of behaviors related to autism across various domains, including relating to people, emotional response, imitation, verbal and nonverbal communication, activity level, and intellectual functioning. It acts as a standardized measure of FIRST NAME's observed behaviors and the impact on HISHER daily functioning.

Subtest & Description	Score	Level of Impairment
Relating to People: ability to relate to people; awareness and/or avoidance of adults and peers; initiation and response to contact from others.		
Imitation: imitation of sounds, words, behaviors, and movements.		
Emotional Response: type and degrees of emotional responses and reactions appropriate to the emotional responses and reactions appropriate to the situation; includes changes (inhibited or excessive) in facial expressions, posture, and manner.		
Body Use: ease, agility, and coordination in which student moves; minor peculiarities include clumsiness, repetitive movements, and poor coordination; may include finger movements, peculiar finger or body posturing, staring or picking at body, self-directed aggression, or toe-walking.		
Object Use: level of interest in toys and other objects; includes little interest or preoccupation with an object or toy.		
Adaptation to Change: notice, acceptance, and/or reaction to changes in routine.		
Visual Response: visual behavior in combination with other senses; ability to look at what he/she is doing, look people in the eye, and proximity of objects to the eye.		
Listening Response: listening behavior in combination with other senses; response to sounds; overreaction or underreaction to sounds.		
Taste, Smell, and Touch Response and Use: exploration of new objects, generally by feeling, looking, and sometimes tasting.		
Fear or Nervousness: expression of fear and nervousness; may show too little or too much fear or nervousness		
Verbal Communication: measure of meaningful speech; includes peculiar speech such as jargon, echolalia, or pronoun reversal, excessive questioning or preoccupation with particular topics.		

Nonverbal Communication: utilization of nonverbal communication; expression of wants and needs; understanding and use of gestures and facial expressions		
Activity Level: levels of activity or restlessness; extremes of activity or inactivity		
Level and Consistency of Intellectual Response: overall intelligence as compared to same-aged peers		
General Impressions: expression of characteristics similar to those diagnosed with ASD		

**Provide a brief summary of data and relevant findings

ADAPTIVE FUNCTIONING

Behavior Assessment System for Children-3rd Edition (BASC-3) - Adaptive Scales

The Behavior Assessment System for Children-3rd Edition (BASC-3) is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders in children and to aid in the design of treatment plans. The Adaptive Scales are discussed below. The student's scores were compared to all students {{hisher}} age.

Adaptive Scales	
Activities of Daily Living	The skills associated with performing basic, everyday tasks in an acceptable and safe manner.
Adaptability	The ability to adapt readily to changes in the environment.
Functional Communication	The ability to express ideas and communicate in a way others can easily understand.
Leadership	The skills associated with accomplishing academic, social, or community goals, including the ability to work with others.
Social Skills	The skills necessary for interacting successfully with peers and adults in home, school, and community settings.
Study Skills	The skills that are conducive to strong academic performance, including organizational skills and good study habits.

Adaptive Scales		
	Parent	**Teacher**

Scale	Descriptive Category (T-Score)	Descriptive Category (T-Score)
Activities of Daily Living	XXXX (XX)	-
Adaptability	XXXX (XX)	XXXX (XX)
Functional Communication	XXXX (XX)	XXXX (XX)
Leadership	XXXX (XX)	XXXX (XX)
Social Skills	XXXX (XX)	XXXX (XX)
Study Skills	-	XXXX (XX)

BASC-3 ratings indicate concerns in the areas of:

These data suggest ***summarize data

Adaptive Behavior Assessment System, Third Edition (ABAS-3)

The Adaptive Behavior Assessment System, Third Edition (ABAS-3) is a comprehensive, standardized rating scale designed to assess adaptive skills – those everyday skills necessary to function independently and meet environmental demands – across the lifespan, from birth through age 89. The ABAS-3 gathers information from multiple informants, such as parents/caregivers and teachers, who observe the individual in various settings (home, school, community). The purpose of the ABAS-3 is to provide valuable, norm-referenced data that reflects an individual's actual adaptive functioning in various conceptual, social, and practical domains. This rating scale was completed by XXXX.

Composite/ Subscale	Parent		Teacher	
	Standard Score/Scale Score	Descriptive Category	Standard Score/Scale Score	Descriptive Category
Conceptual Composite		**XXXX**		**XXXX**
Communication		**XXXX**		**XXXX**
Functional Academics		**XXXX**		**XXXX**
Self-Direction		**XXXX**		**XXXX**
Social Composite		**XXXX**		**XXXX**
Leisure		**XXXX**		**XXXX**
Social		**XXXX**		**XXXX**

Practical Composite		**XXXX**		**XXXX**
Community Use		**XXXX**		**XXXX**
Home/School Living		**XXXX**		**XXXX**
Health and Safety		**XXXX**		**XXXX**
Self-Care		**XXXX**		**XXXX**
General Adaptive Composite		**XXXX**		**XXXX**

The **Communication** domain looks at how well FIRST NAME uses receptive, expressive, and written language to communicate with others. This includes skills such as understanding spoken language, expressing needs and thoughts verbally, following directions, and engaging in written communication (if applicable by age/skill). In daily life, strong communication skills are crucial for effective interaction, learning, and navigating social situations.

- Based on **Parent report**, FIRST NAME scored in the **{{ABAS-3 P Communication DC}}** range (Standard Score **{{ABAS-3 P Communication SS}}**, Percentile Rank **{{ABAS-3 P Communication PR}}**), which means HISHER adaptive communication skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{ABAS-3 T Communication DC}}** range (Standard Score **{{ABAS-3 T Communication SS}}**, Percentile Rank **{{ABAS-3 T Communication PR}}**), which means HISHER adaptive communication skills are XXXX other students HISHER age.

The **Social** domain looks at how well FIRST NAME interacts with others, demonstrates social responsibility, and engages in leisure activities. This includes skills such as initiating and maintaining friendships, showing empathy, understanding social cues, following rules, and participating appropriately in group activities. In daily life, strong social skills are crucial for building relationships, navigating social environments, and personal well-being.

- Based on **Parent report**, FIRST NAME scored in the **{{ABAS-3 P Social DC}}** range (Standard Score **{{ABAS-3 P Social SS}}**, Percentile Rank **{{ABAS-3 P Social PR}}**), which means HISHER adaptive social skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{ABAS-3 T Social DC}}** range (Standard Score **{{ABAS-3 T Social SS}}**, Percentile Rank **{{ABAS-3 T Social PR}}**), which means HISHER adaptive social skills are XXXX other students HISHER age.

The **Self-Care** domain looks at how well FIRST NAME performs personal care activities independently. This includes skills such as eating, dressing, personal hygiene, and grooming. In daily life, self-care skills are foundational for personal independence and maintaining health and well-being.

- Based on **Parent report**, FIRST NAME scored in the **{{ABAS-3 P Self-Care DC}}** range (Standard Score **{{ABAS-3 P Self-Care SS}}**, Percentile Rank **{{ABAS-3 P Self-Care PR}}**), which means HISHER adaptive self-care skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{ABAS-3 T Self-Care DC}}** range (Standard Score **{{ABAS-3 T Self-Care SS}}**, Percentile Rank **{{ABAS-3 T Self-Care PR}}**), which means HISHER adaptive self-care skills are XXXX other students HISHER age.

The **Home Living** (for Parent/Caregiver Form) or **School Living** (for Teacher Form) domain looks at how well FIRST NAME manages the practical aspects of their immediate environment. For the Home Living domain, this includes skills such as performing household chores, preparing food, and managing possessions. For the School Living domain, this includes skills like following classroom routines, organizing materials, and behaving appropriately in school settings. In their respective environments, these skills are crucial for contributing to the household or adapting to school demands.

- Based on **Parent report**, FIRST NAME scored in the **{{ABAS-3 P Home Living DC}}** range (Standard Score **{{ABAS-3 P Home Living SS}}**, Percentile Rank **{{ABAS-3 P Home Living PR}}**), which means HISHER adaptive home living skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{ABAS-3 T School Living DC}}** range (Standard Score **{{ABAS-3 T School Living SS}}**, Percentile Rank **{{ABAS-3 T School Living PR}}**), which means HISHER adaptive school living skills are XXXX other students HISHER age.

The **Community Use** domain looks at how well FIRST NAME uses community resources and public services. This includes skills such as using public transportation, shopping, using money, and navigating public places safely. In daily life, these skills are crucial for independent functioning and participating fully in the broader community.

- Based on **Parent report**, FIRST NAME scored in the **{{ABAS-3 P Community Use DC}}** range (Standard Score **{{ABAS-3 P Community Use SS}}**, Percentile Rank **{{ABAS-3 P Community Use PR}}**), which means HISHER adaptive community use skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{ABAS-3 T Community Use DC}}** range (Standard Score **{{ABAS-3 T Community Use SS}}**, Percentile Rank **{{ABAS-3 T Community Use PR}}**), which means HISHER adaptive community use skills are XXXX other students HISHER age.

The **Health and Safety** domain looks at how well FIRST NAME practices good health habits and avoids danger. This includes skills such as knowing safety rules, avoiding hazards, understanding illness, and seeking help when needed. In daily life, these skills are crucial for maintaining personal well-being and ensuring safety in various environments.

- Based on **Parent report**, FIRST NAME scored in the **{{ABAS-3 P Health and Safety DC}}** range (Standard Score **{{ABAS-3 P Health and Safety SS}}**, Percentile Rank **{{ABAS-3 P Health and Safety PR}}**), which means HISHER adaptive health and safety skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{ABAS-3 T Health and Safety DC}}** range (Standard Score **{{ABAS-3 T Health and Safety SS}}**, Percentile Rank **{{ABAS-3 T Health and**

Safety PR}}), which means HISHER adaptive health and safety skills are XXXX other students HISHER age.

The **Self-Direction** domain looks at how well FIRST NAME makes choices, sets goals, and takes initiative. This includes skills such as problem-solving, decision-making, self-advocacy, and demonstrating perseverance. In daily life, these skills are crucial for personal autonomy, setting and achieving personal goals, and managing one's own life effectively.

- Based on **Parent report**, FIRST NAME scored in the **{{ABAS-3 P Self-Direction DC}}** range (Standard Score **{{ABAS-3 P Self-Direction SS}}**, Percentile Rank **{{ABAS-3 P Self-Direction PR}}**), which means HISHER adaptive self-direction skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{ABAS-3 T Self-Direction DC}}** range (Standard Score **{{ABAS-3 T Self-Direction SS}}**, Percentile Rank **{{ABAS-3 T Self-Direction PR}}**), which means HISHER adaptive self-direction skills are XXXX other students HISHER age.

The **Functional Academics** domain looks at how well FIRST NAME applies academic skills in everyday situations. This includes skills such as reading signs, understanding numbers in context (e.g., prices), writing notes, and telling time. In daily life, these skills are crucial for navigating real-world demands that require basic literacy and numeracy.

- Based on **Parent report**, FIRST NAME scored in the **{{ABAS-3 P Functional Academics DC}}** range (Standard Score **{{ABAS-3 P Functional Academics SS}}**, Percentile Rank **{{ABAS-3 P Functional Academics PR}}**), which means HISHER adaptive functional academic skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{ABAS-3 T Functional Academics DC}}** range (Standard Score **{{ABAS-3 T Functional Academics SS}}**, Percentile Rank **{{ABAS-3 T Functional Academics PR}}**), which means HISHER adaptive functional academic skills are XXXX other students HISHER age.

The **General Adaptive Composite (GAC)** provides an overall score of FIRST NAME's adaptive behavior across all measured domains. This composite represents HISHER general ability to perform daily activities, interact with others, and manage personal responsibilities effectively. In understanding the student's overall independence and functioning, this is crucial for a broad overview of their adaptive strengths and challenges.

- Based on **Parent report**, FIRST NAME scored in the **{{ABAS-3 P GAC DC}}** range (Standard Score **{{ABAS-3 P GAC SS}}**, Percentile Rank **{{ABAS-3 P GAC PR}}**), which means HISHER overall adaptive functioning is XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{ABAS-3 T GAC DC}}** range (Standard Score **{{ABAS-3 T GAC SS}}**, Percentile Rank **{{ABAS-3 T GAC PR}}**), which means HISHER overall adaptive functioning is XXXX other students HISHER age.

**Analyze these data, including comparing parent and teacher results, as well as with observations of adaptive functioning in the classroom/at school

Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)

The Vineland Adaptive Behavior Scales, Third Edition (Vineland-3) is a comprehensive, standardized rating scale designed to assess adaptive behavior – the set of conceptual, social, and practical skills that people have learned in order to function in their daily lives – for individuals from birth through 90+ years. The Vineland-3 gathers information from multiple informants, such as parents/caregivers and teachers, who are familiar with the individual's typical functioning.

Composite/ Subscale	Parent		Teacher	
	Standard Score/Scale Score	Descriptive Category	Standard Score/Scale Score	Descriptive Category
Adaptive Behavior Composite		XXXX		XXXX
Communication		XXXX		XXXX
Daily Living Skills		XXXX		XXXX
Socialization		XXXX		XXXX
Motor Skills		XXXX		XXXX

The **Adaptive Behavior Composite (ABC)** provides an overall score of FIRST NAME's adaptive behavior across all measured domains. This composite represents HISHER general ability to perform daily activities, interact with others, and manage personal responsibilities effectively, reflecting their overall independence. In understanding the student's global functioning, this is crucial for a broad overview of their adaptive strengths and challenges.

- Based on **Parent report**, FIRST NAME scored in the **{{Vineland-3 P ABC DC}}** range (Standard Score **{{Vineland-3 P ABC SS}}**, Percentile Rank **{{Vineland-3 P ABC PR}}**), which means HISHER overall adaptive functioning is XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{Vineland-3 T ABC DC}}** range (Standard Score **{{Vineland-3 T ABC SS}}**, Percentile Rank **{{Vineland-3 T ABC PR}}**), which means HISHER overall adaptive functioning is XXXX other students HISHER age.

The **Communication** domain looks at how well FIRST NAME uses expressive, receptive, and written language to communicate with others. This includes skills such as understanding what others say, verbally expressing needs and thoughts, and engaging in written communication (if applicable by age/skill). In daily life, strong communication skills are crucial for effective interaction, learning, and participating in social and educational environments.

- Based on **Parent report**, FIRST NAME scored in the **{{Vineland-3 P Communication DC}}** range (Standard Score **{{Vineland-3 P Communication SS}}**, Percentile Rank **{{Vineland-3 P Communication PR}}**), which means HISHER adaptive communication skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{Vineland-3 T Communication DC}}** range (Standard Score **{{Vineland-3 T Communication SS}}**, Percentile Rank **{{Vineland-3 T**

Communication PR}}), which means HISHER adaptive communication skills are XXXX other students HISHER age.

The **Daily Living Skills** domain looks at how well FIRST NAME performs personal, domestic, and community-based daily activities. This includes skills such as self-care (eating, dressing, hygiene), home chores, money management, and applying academic skills in practical contexts. In daily life, these skills are essential for self-sufficiency and navigating everyday routines and responsibilities.

- Based on **Parent report**, FIRST NAME scored in the **{{Vineland-3 P Daily Living Skills DC}}** range (Standard Score **{{Vineland-3 P Daily Living Skills SS}}**, Percentile Rank **{{Vineland-3 P Daily Living Skills PR}}**), which means HISHER adaptive daily living skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{Vineland-3 T Daily Living Skills DC}}** range (Standard Score **{{Vineland-3 T Daily Living Skills SS}}**, Percentile Rank **{{Vineland-3 T Daily Living Skills PR}}**), which means HISHER adaptive daily living skills are XXXX other students HISHER age.

The **Socialization** domain looks at how well FIRST NAME interacts with others, plays, and uses leisure time. This includes skills such as demonstrating social awareness, engaging in appropriate social interactions, showing responsibility, and participating in social activities. In daily life, strong socialization skills are crucial for building relationships, navigating social situations, and developing a sense of belonging.

- Based on **Parent report**, FIRST NAME scored in the **{{Vineland-3 P Socialization DC}}** range (Standard Score **{{Vineland-3 P Socialization SS}}**, Percentile Rank **{{Vineland-3 P Socialization PR}}**), which means HISHER adaptive socialization skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{Vineland-3 T Socialization DC}}** range (Standard Score **{{Vineland-3 T Socialization SS}}**, Percentile Rank **{{Vineland-3 T Socialization PR}}**), which means HISHER adaptive socialization skills are XXXX other students HISHER age.

The **Motor Skills** domain looks at how well FIRST NAME uses both fine and gross motor abilities. This includes skills such as coordinating movements, manipulating objects, and engaging in physical activities. In daily life, motor skills are crucial for independence in tasks like dressing, writing, playing, and navigating environments.

- Based on **Parent report**, FIRST NAME scored in the **{{Vineland-3 P Motor Skills DC}}** range (Standard Score **{{Vineland-3 P Motor Skills SS}}**, Percentile Rank **{{Vineland-3 P Motor Skills PR}}**), which means HISHER adaptive motor skills are XXXX other students HISHER age.
- Based on **Teacher report**, FIRST NAME scored in the **{{Vineland-3 T Motor Skills DC}}** range (Standard Score **{{Vineland-3 T Motor Skills SS}}**, Percentile Rank **{{Vineland-3 T Motor Skills PR}}**), which means HISHER adaptive motor skills are XXXX other students HISHER age.

SUMMARY & ELIGIBILITY ANALYSIS

Sample structure for summary. Given how thorough the above report is, this can be brief for each domain

- Reason for referral and areas of suspected disability
- Relevant developmental or health history and/or school history
- Brief summary (1-2 sentences) of classroom and testing observations
- Analysis of Cognitive functioning
- Psychological processing analysis and identify any relevant processing strengths or deficits
- Academic testing data and brief discussion of congruence/divergence from classroom functioning
- Social emotional and behavioral analysis
- Adaptive functioning analysis

Eligibility Recommendations

The IEP team is asked to consider this psychoeducational assessment report to support decisions regarding FIRST NAME's eligibility for Special Education services under the provisions of California Code of Regulations, Title 5, Education Section 3030. The disability terms used in defining an individual with exceptional needs are as follows, and available data is summarized to support alignment to eligibility criteria. FIRST NAME was assessed in the following areas of suspected disability:

§ 3030 (10) Specific Learning Disability - Eligibility **MET/NOT MET**

Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, phonological processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

(A) Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(B) In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the IEP team shall use the following procedures:

1. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.

2. When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.
3. If the standardized tests do not reveal a severe discrepancy as defined in subdivisions 1. or 2. above, the IEP team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:
(i) Data obtained from standardized assessment instruments;
(ii) Information provided by the parent;
(iii) Information provided by the pupil's present teacher;
(iv) Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;
(v) Consideration of the pupil's age, particularly for young children; and
(vi) Any additional relevant information.
4. A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.
(C) Whether or not a pupil exhibits a severe discrepancy as described in subdivision (b)(10)(B) above, a pupil may be determined to have a specific learning disability if:
1. The pupil does not achieve adequately for the pupil's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the pupil's age or State-approved grade-level standards:
(i) Oral expression.
(ii) Listening comprehension.
(iii) Written expression.
(iv) Basic reading skill.
(v) Reading fluency skills.
(vi) Reading comprehension.
(vii) Mathematics calculation.
(viii) Mathematics problem solving, and
2.(i) The pupil does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in subdivision (b)(10)(C)(1) of this section when using a process based on the pupil's response to scientific, research-based intervention; or
(ii) The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305; and
3. The findings under subdivisions (b)(10)(C)(1) and (2) of this section are not primarily the result of:
(i) A visual, hearing, or motor disability;
(ii) Intellectual disability;
(iii) Emotional disturbance;
(iv) Cultural factors;
(v) Environmental or economic disadvantage; or (vi) Limited English proficiency.
4. To ensure that underachievement in a pupil suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group making the decision must consider:
(i) Data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
(ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents.
5. In determining whether a pupil has a specific learning disability, the public agency must ensure that the pupil is observed in the pupil's learning environment in accordance with 34 C.F.R. section 300.310. In the case of a child of less than school age or out of school, a qualified professional must observe the child in an environment appropriate for a child of that age. The eligibility determination must be documented in accordance with 34 C.F.R. section 300.311.

Eligibility Analysis: **Provide your reasoning for or against the student meeting eligibility criteria. Make sure to reference exclusionary factors.

§ 3030 (6) Intellectual Disability - Eligibility **MET/NOT MET**

Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Eligibility Analysis: **Provide your reasoning for or against the student meeting eligibility criteria

§ 3030 (1) Autism - Eligibility **MET/NOT MET**

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

Eligibility Analysis: **Provide your reasoning for or against the student meeting eligibility criteria

§ 3030 (9) Other Health Impairment - Eligibility **MET/NOT MET**

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

(A) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, fetal alcohol spectrum disorder, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(B) Adversely affects a child's educational performance.

Eligibility Analysis: **Provide your reasoning for or against the student meeting eligibility criteria

§ 3030 (4) Emotional Disturbance - Eligibility **MET/NOT MET**

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(F) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under subdivision (b)(4) of this section.

Eligibility Analysis: **Provide your reasoning for or against the student meeting eligibility criteria

Based on these data, this assessor **does/does not** recommend that FIRST NAME receive special education services.

Impact of Disability on Ability to Access General Education Curriculum & Environment

**Summarize the impact

Specifically note **Relevant Behaviors observed during observations and the **relationship of those behaviors to the student's academic and social functioning**. *This is key for legal defensibility

**Also, this is where we need to start the conversation about opportunities for access to Gen Ed peers/setting, e.g., recess, assemblies, morning meetings, PE

RECOMMENDATIONS

This report has carefully looked at FIRST NAME's learning and functioning in the educational environment. Based on all the information gathered above, here are some specific ideas to help FIRST NAME learn and do HISHER best in school. These recommendations were chosen because they are strongly supported by the assessment data, aim for clear educational benefit, and were developed with the least restrictive environment in mind. It's important to remember that the special education team, when they meet, will consider all of these recommendations and may decide to implement some, all, or none of them based on their collaborative decision. The goal of these recommendations is to make sure FIRST NAME receives the appropriate level of support to HISHER needs at school.

Recommendations to Support Learning and Achievement

Recommendations to Support Social-Emotional, Behavioral, and Adaptive Functioning

Respectfully Submitted,

Include signature (digital or wet), name, credentials, and date

APPENDIX

This appendix includes information related to assessment methods, validity, and reliability. It also provides a discussion of relevant considerations related to legal, ethical, and best practice imperatives related to this evaluation. Finally, data tables are included to provide an “at-a-glance” of all administered psychoeducational and academic assessment results.

Legal, Ethical, and Best Practice Imperatives

A comprehensive and legally defensible psychoeducational evaluation rests upon a thorough understanding and application of federal and state laws, professional ethical codes, and recognized best practices. These foundations ensure the protection of student and parent rights, the validity of assessment findings, and the appropriateness of eligibility determinations and subsequent educational planning. This psychoeducational evaluation was conducted with rigorous adherence to foundational legal requirements, professional ethical codes, and recognized best practices within school psychology.

The entire process was designed to comply fully with federal mandates under the Individuals with Disabilities Education Act (IDEA Part B) and specific California Education Code (Title 5) regulations. This ensures the protection of student and parent rights, the validity of the findings, and the appropriateness of any subsequent educational planning.

Central to this evaluation was upholding the student's right to a Free Appropriate Public Education (FAPE) tailored to their unique needs, delivered in the Least Restrictive Environment (LRE). Recognizing the proactive "Child Find" obligation, this assessment was initiated based on a reasonable suspicion of potential disability impacting educational progress. The evaluation was comprehensive, examining all areas related to the suspected disability, which could include cognitive functioning, academic achievement, social-emotional status, communication skills, and other relevant domains. This aligns with legal requirements stipulating that assessment must be sufficiently broad to identify all special education needs.

In compliance with California Educational Code § 56320, multiple assessment tools and strategies were employed, ensuring that no single score or observation served as the sole basis for decisions, consistent with both legal and ethical standards. All instruments selected were technically sound (valid and reliable) and administered by qualified personnel following standardized procedures. Crucially, assessment materials and methods were chosen and administered to be non-discriminatory regarding race, culture, or linguistic background, with accommodations made as necessary to yield accurate information about the student's abilities. Required informed parental consent was secured before assessment began, and all procedural timelines mandated by California law were met.

Ethical principles outlined by the National Association of School Psychologists (NASP) and the California Association of School Psychologists (CASP) guided every step of this evaluation. This includes respecting the dignity and rights of the student and family, maintaining confidentiality, practicing with competence (including cultural competence), utilizing scientifically supported assessment practices, and ensuring honesty and integrity. Eligibility determinations carefully considered state-defined criteria, the functional impact of any identified disability on educational performance (adverse effect), and systematically ruled out exclusionary factors like lack of instruction or environmental influences. This thorough, documented approach reflects insights from special education case law, underscoring the necessity of comprehensive, legally compliant, and ethically sound evaluations.

Assessment Methods, Validity, and Reliability

Applying the principles outlined above, this specific evaluation of FIRST NAME utilized a variety of assessment tools and strategies selected for their technical soundness (reliability and validity) and relevance to FIRST NAME's unique educational needs. Trained personnel, including the credentialed school psychologist and special education teacher involved, administered these assessments. Special attention was given to selecting instruments appropriate for FIRST NAME's specific sensory, processing, motor, or communication skills, ensuring the results accurately reflect HISHER abilities.

Recognizing that standardized tests measure a limited sample of skills, the results presented below were carefully analyzed within a broader context. Information gathered from parent interviews, teacher input, direct observations, work samples, and a review of educational records was integrated with test scores to ensure ecological validity – meaning the findings reflect FIRST NAME's functioning

in real-world environments like the classroom. Although different tests may have different norming samples, this multi-source data integration provides a comprehensive and reliable basis for understanding FIRST NAME's strengths and needs.

Consideration of FIRST NAME's primary language, cultural background, and educational history was integral throughout the assessment and interpretation process. Assessments were administered in the language and format deemed most likely to yield accurate information regarding HISHER academic, developmental, and functional capabilities. Unless otherwise noted in specific test descriptions, all assessments were administered according to the standardized instructions provided by the test developers, without modifications.

Assessments related to cognitive abilities, psychological processing, and social-emotional functioning were administered and interpreted by the school psychologist. Academic achievement testing was administered by a credentialed special education teacher and interpreted by both the special education teacher and the school psychologist. Consistent with best practices, no single procedure determined eligibility or planning. The preceding results are considered a valid estimate of FIRST NAME's demonstrated skills at this time.

Data Tables

**Copy/paste tables only for quick reference

Cognitive Assessments

Test Name
*Paste here

Processing Assessments

Test Name
*Paste here

Academic Assessments

Test Name
*Paste here

Social-Emotional/Behavioral Assessments

Test Name
*Paste here

Adaptive Assessments

Test Name
*Paste here

UNIQUE PUBLISHER DESCRIPTIVE CATEGORIES AND CUT-OFFS

Assessment Name

Standard Score Cut-offs	scaled score cut-offs	Descriptive Categories

Assessment Name

Standard Score Cut-offs	scaled score cut-offs	Descriptive Categories

Assessment Name

Standard Score Cut-offs	scaled score cut-offs	Descriptive Categories

Assessment Name

Standard Score Cut-offs	scaled score cut-offs	Descriptive Categories