Report Writing 101: How Not to Write a Bad Report

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General Information

- Two types of Evaluations
  - **1. Specific**
  - subject area or domain
  - addresses one area of skill development
  - provides detailed recommendations
  - 2. **Comprehensive**
  - covers a range of behaviors or multiple domains
  - useful for diagnosis and placement decisions
  - provides an overview of educational needs

General Considerations

- Consider breadth, depth, and length
- Include information that
  - relates directly to the referral;
  - is not provided in other reports;
  - helps the reader interpret the findings;
  - Provides clear rationales for all of the accommodations and instructional recommendations.

Basic Outline

- A. Identifying information
- B. Reason for Referral
- C. Background Information
- D. Behavioral Observations
- E. Tests Administered
- F. Test Results and Interpretation
- G. Recommendations
- H. Summary (optional, no new information; some people put it at the beginning of the report)

General Report Outline

Identifying Information

a) student's name and date of birth
b) date of testing
c) chronological age and grade level
d) examiner's name
e) teacher's name, parents, etc.

Identifying Information

- Name: Danny Smith
- Date of Birth: 07/07/2004
- Age: 13 years, 3 months
- Sex: Male
- Grade: 7.9
- Test Dates: 07/19 and 07/21/2017
- Evaluator: Ima Evaluator

Reason for Referral

Who referred the student?

Why was the student referred?

What specific questions or concerns does the person have about the student?

Clarify the Referral Question

- Talk with the person making the referral (parents, teachers, other professionals) and find out exactly what they want to know from the evaluation.
- Turn these into questions from which to plan your assessment and guide your choice of assessment tools.
- Address and attempt to answer these questions in the interpretation or conclusion section of your report.

Reason for Referral

Points:
1. Who referred the person?
2. Why was the student referred?
3. What (is) are the referral question(s)?

1. Danny was referred for further testing by his multidisciplinary team as part of his triennial special education evaluation.
2. His teachers have expressed concerns regarding his continued difficulties with sustaining attention, writing, and mathematics.
3. His teachers have requested ideas for accommodations and strategies to support him in his classes.

Reason for Referral to Special Education:

Paul was referred for a Full Individual and Initial Evaluation to determine whether the student meets eligibility criteria for an educational disability, assess the need for special education services, and to recommend the most appropriate programming for him.

Paul is being evaluated to determine whether he meets eligibility criteria for the following suspected disabilities: Specific Learning Disability, Emotional Disturbance, and/or Other Health Impairment.

Who referred Paul and why?

Peter has not shown adequate response to tiered interventions provided within the general education curriculum. He has participated in a response to intervention (RTI) process for reading fluency and comprehension since January 2015 and math since August 2017. An RTI model is defined as research-based instruction and tiered interventions provided through general education. It is a system consisting of curriculum, instruction and ongoing assessment. The results of cause and effect relationships between academic and/or behavioral interventions are used to shape instruction and make educational decisions. Peter's teacher expressed concern that he has not been making academic progress, even with additional help being provided and wondered what she could do to help him. Mrs. Riley, Peter's general education teacher, initiated a referral on 2/26/2017.

Better:

Mrs. Riley, Peter's general education teacher, initiated a referral on 2/26/2017. Peter has participated in a response to intervention (RTI)* process for reading fluency and comprehension since January 2015 and math since August 2017. Mrs. Riley is concerned about his slow progress even with the additional help, and wondered how she could help him improve his reading speed and comprehension.

*An RTI model is defined as research-based instruction and tiered interventions provided through general education. It is a system consisting of curriculum, instruction and ongoing assessment. The results of cause and effect relationships between academic and/or behavioral interventions are used to shape instruction and make educational decisions.

Reason for Referral

Blanche was referred for an educational evaluation by her third-grade teacher, Ms. Hopkins. Ms. Hopkins was concerned about Blanche's difficulty reading words and wondered what type of instructional program she should be using to help her.

Reason for Referral

Edgar was referred by his parents for an evaluation to determine his specific strengths and weaknesses in mathematics and to design an appropriate instructional plan. Edgar has been complaining at home that math is too hard for him.

Referral Question

- Dakota's mother requested an evaluation to identify the reason for his extremely limited progress in reading and spelling and to determine effective instructional interventions.
- Dakota's mother requested this evaluation to answer the following questions:
  - What is causing Dakota's difficulty in learning to read and spell?
  - What instructional method(s) will be effective?

Background Information

a) educational history
b) previous services, interventions, and evaluations
c) relevant family history
d) current family situation
e) health/developmental history
f) language background (when English is not the only language)

Background Information

Points:

- Describe past and present placement
- List significant events in chronological order
- If there is sufficient information, use subheadings (e.g., medical, prior assessments, prior services, past interventions, family history, prior concerns, prior evaluations)

Include the individual's age or grade for each event you report (e.g., prior evaluations, school entrance). It is inconvenient for readers to have to frequently calculate the student's age and grade while reading through the student' s history.

Example of Over Interpretation

"Mary's parents are getting a divorce and it has affected her schoolwork" is a cause and effect statement that is most likely oversimplified and may be inaccurate.

- Better: Mary has not been completing her homework for the last month.

Current Placement
Danny will enter the 8th grade this fall. Results from recent vision and hearing screenings were normal. He has an older brother, Charles, who was also adopted. They both currently reside part-time with each parent.

Developmental and Health History
Danny was adopted at birth and his biological mother was 14 years old and smoked during the pregnancy. Although there is little information available about prenatal care, Ms. Smith expressed concerns about possible substance abuse during pregnancy.

Ms. Smith reported that Danny reached most of his developmental milestones in a timely fashion; however, since the age of two, fine and gross motor development have been a concern. In fourth grade, Danny wore casts for 6 weeks on both legs with the goal of stretching his heel cords to reduce his toe walking. He also had an MRI to rule out progressive neurological problems. Results from the MRI indicated non-progressive subtle cortical dysplasia involving the cerebellar hemispheres (the area of the brain involving motor development and balance).

Prior Interventions

In first and second grade, Danny received occupational therapy (OT) services for motor development.
At the end of second grade, OT services were stopped because the therapist believed services were no longer needed. Ms. Smith reported that although Danny tried to participate in team sports (both soccer and baseball) during elementary school, the experiences were not positive. Danny began receiving resource services in third grade for written language and math under the category of Specific Learning Disability and has continued to receive these services to date.

Now in middle school, his fine-motor difficulties are still apparent in his poor penmanship. The school has provided Danny with a laptop to support his writing.

Teacher Reports
His teachers have also reported that he has difficulties with gross motor skills, including frequent tripping, walking on his toes, and losing his balance easily. In science class, he has had difficulty maintaining balance on the stool so he elects to stand. His teachers note concern regarding inattentive behavior, but not impulsivity.

Parent Report
Danny's mother, Ms. Smith notes that he enjoys art and spends time drawing intricate pictures. Ms. Smith also notes that he is creative and has a good vocabulary and sense of humor. He completes his homework independently with limited prompting and is currently receiving passing grades in all of his classes. Ms. Smith reported that her son has only a few friends and that he is socially immature compared to his grade peers.

Behavioral Observations

a) reactions to tests
b) general response style
c) activity level
d) oral language abilities
e) responses to success and failure

Behavioral Observations

Points:

- Just describe overall general behaviors, not specific behaviors on individual tests or items
- Note both positive behaviors and concerns
- Integrate student comments as appropriate

Describe behaviors, but don't diagnose

Examples:

During the assessment, Michael tapped the floor repeatedly with his foot vs. Michael appeared hyperactive.

Sally had difficulty pronouncing words with more than one syllable, such as *carpenter* vs. Sally seems to have dyslexia.

Behavioral Observations

During the WJ IV OL and WJ IV ACH test administration, Danny was cooperative, responded carefully to test items, and was at ease with the examiner. When the test items increased in difficulty, however, he became restless, rolled his eyes, looked around the room, or played with his pencil. He seemed tired during the administration of several tests as suggested by yawning, rubbing his eyes, slumping down in his chair, and resting his head on the table. At one point, he said: "No more, no more."

On several tests, Danny would talk himself through tasks, often repeating a chain of verbal commands. In addition, when directions were given, he appeared like he was not listening but then would perform the task correctly. His interest level seemed to increase on tasks that involved active participation and listening, and to decrease on tasks involving reading, writing, and math.

Describe

Ralph was able to pronounce the beginning and ending single consonants of one-syllable words, but he had difficulty with vowel sounds (such as reading "cut" for *cot,* "him" for *hum, and* "hope" for *heap*).

Ralph had difficulty pronouncing words that contained two adjacent consonant letters (blends, such as *bl-* and *-nd*; and digraphs, such as *sh* and *th*). For example, he read the word *gulp* as "golf" and the word *shelf* as "sell."

With words of more than one syllable, he usually guessed on the basis of the first letter or two (such as reading "school" for *shutting* and "maybe" for *mountain*).

Use a consistent means of showing test items and examinee responses. What Ralph said is within "quotation marks" and the made-up items are in *italics.* [Make up items similar to the real ones.]

Source: Writing Reports 2 J. O. Willis

Mercedes hunched low over the table with her face close to the paper. She held the pencil tightly in her left hand with her thumb wrapped over her fingers. She pressed hard on the pencil and broke several pencil points. She controlled the pencil with wrist, rather than finger, movements.

Source: Writing Reports 2 J. O. Willis

Thomas sometimes lost track of what he was doing in the middle of a math problem, for example, beginning to regroup correctly and switching to taking the smaller number from the larger in the middle of a subtraction example.

Source: Writing Reports 2 J. O. Willis

Assessment Results

a) report scores (within report or at the end)
b) interpret and integrate the data
c) consider findings from several sources, including informal observations
d) use headings and write separate paragraphs describing results of different areas, (i.e., Reading, Math).

Tests Administered

Points:

- Report all tests administered as well as informal procedures, such as having the student read aloud from a textbook or analysis of class writing samples.

The Woodcock-Johnson IV Tests of Achievement (WJ IV ACH) Standard and Extended batteries and the Woodcock-Johnson Tests of Oral Language (WJ IV OL) were administered. Fred also read a page out loud from his Science book.

Use the Test Acronyms from the Manual

- WJ IV COG
- WJ IV OL
- WJ IV ACH

Basic Reading Skills

- *Letter-Word Identification* measures the examinee's letter and sight word identification skills.
- *Word Attack* measures the examinee's ability to apply phonic and structural analysis skills to the pronunciation of unfamiliar printed words.
-

Reading Comprehension

- *Passage Comprehension* measures the ability to use syntactic and semantic cues to identify a missing word in text.
- *Reading Recall* is a measure of reading comprehension and meaningful memory.

Tests Used

A list of the names and brief descriptions of each of the tests that Namexx took, an explanation of the scoring system used, and tables of Namexx's test scores are provided in an Appendix at the end of this report.

WJ III™

Levels of Interpretive Information

Level 1	Qualitative information, error analysis, behavior observations	Useful for instructional planning
Level 2	Level of Development Level of Instruction	Age Equivalent Grade Equivalent
Level 3	Level of Proficiency Easy to Difficult Range	Relative Proficiency Index (RPI)
Level 4	Relative Standing in Group Rank Order Significantly high or low standing	Standard Score Percentile Rank Discrepancy Percentile Rank

Level 1 Information

- Interview with student
- Comments during testing
- Behavioral observations
- Error analysis

Often, understanding how a student obtained a score is as important – or more so – than the score itself.

Level 2: Age or Grade Equivalents

- Based on the raw score
- Not affected by choice of age or grade norms
- Reflects age or grade level in norm sample at which median score is the same as the examinee's raw score
- Abbreviated AE or GE
- Written with hyphen (AE) or period (GE) (AE: 18-4, GE: 13.8)

Age- or Grade-Based Norms

- Choose the most appropriate reference group
  - Grade norms: K-12, 2-year college, and 4-year college including first year of graduate school
  - Age norms: 2 - 90+
- Use the same reference group when comparing results from different tests (i.e., age to age, grade to grade)
- Generally grade norms are preferable in school-based settings; age norms in ungraded settings
- When examinee's age and grade are inconsistent, score the results both ways, as in cases of retention.

Relative Proficiency Index (RPI)

- Provides a criterion-referenced index of a person's proficiency or functionality.
- Compares person's proficiency to average age or grade mates.
- Predicts level of success on similar tasks.
- Ranges from 0/90 to 100/90.
- Helps document a functional limitation.

Criterion-Referenced Interpretation of RPI Scores

Reported RPIs	Proficiency	Implications
100/90	very advanced	extremely easy
98/90 to 100/90	advanced	very easy
95/90 to 98/90	average to adv.	easy
82/90 to 95/90	**average**	**manageable**
67/90 to 82/90	limited to average	difficult
24/90 to 67/90	limited	very difficult
3/90 to 24/90	very limited	extremely difficult
0/90 to 3/90	negligible	impossible

RPI	Instructional Level
96/90 to 100/90	Independent
76/90 to 95/90	Instructional
75/90 and below	Frustration

Sam's RPI of 21/90 on the WJ IV ACH Phoneme/Grapheme cluster indicates that on similar tasks, in which the average third-grade student demonstrates 90% proficiency, Sam will demonstrate about 21% proficiency. Sam's knowledge of phoneme-grapheme correspondences and spelling patterns is very limited and tasks involving these skills will be extremely difficult.

Level 4: Peer Comparison Scores

Compares examinee to age or grade peers

Standard Scores

- **Describes performance relative to the average performance of the comparison group.**
- **Most common type has a Mean = 100, Standard Deviation = 15 (range: 40 to 160).**

On the WJ IV ACH Broad Mathematics cluster, Danny obtained a standard score of 91 (±1SEM 89 - 94).

Percentile Ranks

- **Describes performance as relative standing in the comparison group on a scale of 1 to 99 or .1 to 99.9.**
- **Indicates the percentage of comparison group who had scores the same as or lower.**
- **Do not use the % sign (e.g.,%ile) or any abbreviation for "percentile" or "percentile rank" that will encourage readers to confuse percentile ranks with the "percent correct."**

Extended Percentile Ranks

What does a percentile rank of .2 mean?

What does a percentile rank of 99.9 mean?

What is the percentile rank range on the WJ IV? _____ to _____

Percentile Rank

Danny's performance on the Academic Fluency cluster exceeded only 23 percent of his grade peers.

Standard Scores	Percentile Rank	WJ IV Descriptive Labels	NOTES:
131 and above	98 to >99.9	Very Superior	Different tests use different ranges and labels. 85-115 is "average" on some tests.
121 to 130	92 to 97	Superior	
111 to 120	76 to 91	High Average	
90 to 110	25 to 75	Average	
80 to 89	9 to 24	Low Average	
70 to 79	3 to 8	Low	
69 and below	< 0.1 to 2	Very Low	

Which Score To Use?

	2nd grader (2.9)	College Senior (16.9)
SS	75	75
PR	5	5
GE	1.1	6.3
RPI	10/90	68/90

Results from Word Attack.

Score Report: What's Wrong?

Six Core Tests	Standard Score (68% band)	Relative Proficiency Index	Percentile Rank
Letter-Word Identification	127(122-131)	100/90	98
Applied Problems	120 (115-125)	99/90	84
Spelling	105 (101-109)	95/90	25
Passage Comprehension	105 (99-110)	94/90	24
Calculation	111 (106-116)	97/90	53
Writing Samples	104 (99-109)	93/90	30

Long-Term Retrieval (Glr)	115* (S)	84	^	High Average
Story Recall (MM)	65@	1	59-72	Very Low
Visual-Auditory Learning (MA)	120 (S)	91	113-126	Above Average
WJ IV Ach: Reading Recall	105	64	101-110	Average

* Standard Score Adjusted based on cohesive scores; divergent scores not used
^ adjusted score due to statistical divergence (confidence interval was not computed)
@ scores considered divergent
(S) Normative Strength
The Cross-Battery (XBA) score analyzer has been used to calculate standard scores and to determine if scores are representative of actual skills within assessed cognitive domains. Some of the domain standard scores that follow have been adjusted based on omission of divergent (unrepresentative) scores and inclusion of additional subtest scores that have been added to derive score cohesiveness. As such, these Composite Standard scores may differ from the *g* scores derived from the *WJ IV* Compuscore and Profiles Program.

Tim's score on this factor is not considered cohesive based on the discrepancy between the tests initially administered (SS 65, 120). Because the result was not cohesive, another test was administered: WJ IV Ach: Reading Recall (SS 105). The overall factor score for Long Term Retrieval (SS 115) obtained falls within the High Average range and is derived using cohesive tests (Visual-Auditory Learning SS 120, Reading Recall SS 105).

- *Story Recall* measures meaningful memory, as well as some aspects of oral language development. This test requires the examinee to recall increasingly complex stories that are presented from the audio recording. The score on this test is considered to be statistically divergent and therefore not used in the overall adjusted standard scores.
- *Visual-Auditory Learning* is a test of Long-Term storage and retrieval. This test requires the examinee to learn, store, and retrieve a series of visual-auditory associations. On this test of associative memory, the examinee is asked to learn and recall rebuses (pictographic representations of words).
- *Reading Recall* is a measure of reading comprehension and meaningful memory.

Long-Term Retrieval (Glr)	115* (S)	84	^	High Average
Story Recall (MM)	65@	1	59-72	Very Low
Visual-Auditory Learning (MA)	120 (S)	91	113-126	Above Average
WJ IV Ach: Reading Recall	105	64	101-110	Average

You must attempt to explain why Story Recall is so low!

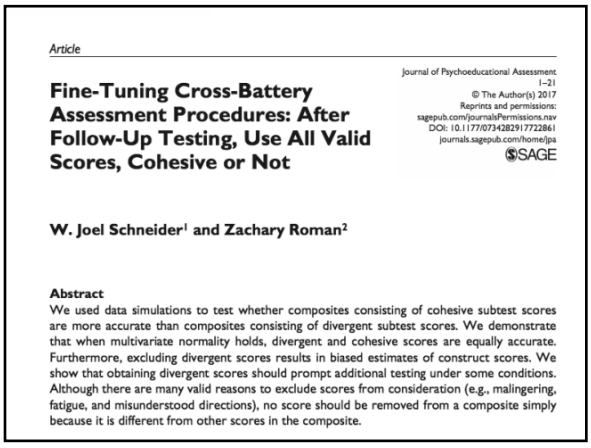
Why does it differ so much from Reading Recall? They are the same task- one you listen; one you read.

WJ IV ACH: Reading Recall	**105**	**64**	**101-110**	**Average**
Story Recall (MM)	**65@**	**1**	**59-72**	**Very Low**

Composite Indexes	Standard Scores
SEQUENTIAL (Gsm)	68
SIMULATANEOUS (Gv)	117
LEARNING (Glr)	114
PLANNING (Gf)	105
KNOWLEDGE (Gc)	109

Auditory Processing (Ga)	**90***	**26**	^	**Average**
Phonological Processing (PC)	76@	5	70-81	**Low**
Nonword Repetition (UM)	95	38	91-100	**Average**
WJ IV TOL: Sound Blending	**89**	**23**	**83-95**	**Low Average**

* Standard Score Adjusted based on cohesive scores; divergent scores not used
^ adjusted score due to statistical divergence (confidence interval was not computed)
@ scores considered divergent



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Fine-Tuning Cross-Battery Assessment Procedures: After Follow-Up Testing, Use All Valid Scores, Cohesive or Not

W. Joel Schneider[1] and Zachary Roman[2]

Abstract

We used data simulations to test whether composites consisting of cohesive subtest scores are more accurate than composites consisting of divergent subtest scores. We demonstrate that when multivariate normality holds, divergent and cohesive scores are equally accurate. Furthermore, excluding divergent scores results in biased estimates of construct scores. We show that obtaining divergent scores should prompt additional testing under some conditions. Although there are many valid reasons to exclude scores from consideration (e.g., malingering, fatigue, and misunderstood directions), no score should be removed from a composite simply because it is different from other scores in the composite.

Study Aims

1.Demonstrate that under conditions of multivariate normality, cohesive and divergent scores are equally valid.
2.Demonstrate that excluding divergent scores results in a biased estimate of the construct score.
3.Demonstrate that under some conditions, divergent scores should prompt additional testing, but that the best estimate makes use of all valid scores, whether they are cohesive or divergent.

"Because psychological measurement involves combining scores with moderate correlations (in the range of .4-.8), large subtest score differences occur naturally and often. Our simulations suggest that even when there are large score differences, all scores from valid administrations should be used to form composites. Under the conditions that we explored, eliminating a score simply because it differs from other scores results in a composite that is biased."

"Here we must be careful to note that we are not referring to situations in which practitioners have strong reasons to discount or discard a score (e.g., failure to understand directions, prior experience with the test, highly unusual strategies, malingering, and a host of other reasons). That is, when practitioners have reasons to doubt the accuracy of a score, it should be excluded from the composite, whether it is divergent or cohesive. On the other hand, the simple fact that a score diverges from other scores does not automatically disqualify it. When the sole reason to worry about a score is that it is different from other test scores, additional testing should be considered, *but the divergent score should not be removed*. "

Differences between clusters and/or test scores

If there are differences between clusters and/or between the tests within clusters, discuss the differences. If there are not significant differences, just discuss the Broad clusters.

Broad Reading Cluster

Letter-Word Identification	101
Passage Comprehension	95
Sentence Reading Fluency	70

Differences Among Tests

If significant differences exist among the tests within a cluster, describe the narrow abilities and then attempt to explain the reasons for the difference.

Broad Reading **Standard Scores**

Letter-Word Identification	**70**
Passage Comprehension	**102**
Sentence Reading Fluency	**70**

Justin

- **Age: 11-1**
- **Grade: 5.0**
- **Male**

Difficulty with basic reading and basic writing skills

READING

Cluster/Test	GE	RPI	PR	SS
BROAD READING	2.8	24/90	8	79
Letter-Word Identification	2.4	2/90	3	72
Sentence Reading Fluency	3.1	27/90	17	86
Passage Comprehension	3.7	78/90	32	93
BASIC READING SKILLS	2.2	5/90	4	74
Letter-Word Identification	2.4	2/90	3	72
Word Attack	1.8	12/90	9	80
READING COMPREHENSION	3.9	82/90	34	94
Passage Comprehension	3.7	78/90	32	93
Reading Recall	4.3	85/90	41	97

Reading Comparisons to Consider

- **Basic reading skills to reading comprehension**

Basic Reading Skills → **Reading Comprehension**

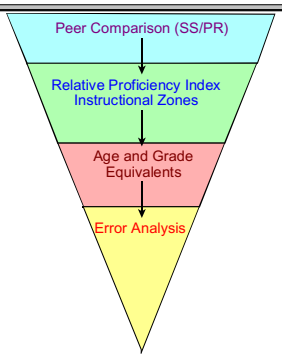
SS = 74 **SS = 94**
RPI= 5/90 **RPI= 82/90**

- **Reading comprehension to acquired knowledge**

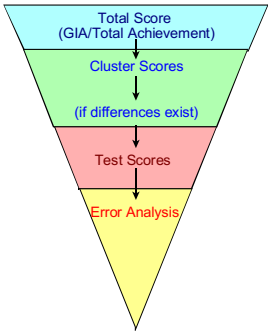
Reading Comprehension → **Academic Knowledge**

SS = 94 **SS = 125**
RPI= 82/90 **RPI= 99/90**

Scores



Describing Scores



Assessment Results

Points:

- Move from broad scores, to narrow scores, to error analysis.
- Do not mix cluster scores and test scores in the same sentences.
- Be consistent with the selected metrics.

Total Scores

Total, composite, full scale scores are statistically more reliable than scores based on fewer items. However, if a student has widely scattered levels of ability on components of the total score, then the total is uninformative or even seriously misleading.

10/7/09 ASAIF Source: Writing Reports 2 J. O. Willis

Sample WJ IV ACH Paragraph

On the WJ IV ACH _____ cluster, _____ obtained a standard score (or percentile rank) of ____ (± 1SEM = (put in confidence band). Although all _____ scores were in the _____ to _____ range, _____'s score on the _____ test, which requires _____, was significantly (higher or lower) than his (her) scores on the _____ and _____ tests.

His (Her) Relative Proficiency Index of __/90 indicates that when average grade-mates would have about __% success, _____ will have approximately __% success, performance that would be at the (independent, instructional, frustational) level. In general, many of _____ errors involved _____. (Add any more qualitative information or information from error analysis that is relevant to understanding performance).

Sample WJ IV ACH Paragraph

On the WJ IV ACH Broad Reading cluster, Kasey obtained a standard score of 66 (± 1SEM = 64-68). When Kasey's actual standard score in Broad Reading is compared to his predicted score (based on the average of the other five core areas of achievement), only 1 out of 1,000 people would obtain a score the same or lower (PR = .1). Although all of his reading scores were in the Low to Low Average range, Kasey's score on the Sentence Reading Fluency test, which requires rapid reading of simple sentences, was significantly lower than his scores on the Letter-Word Identification and Passage Comprehension tests.

On the Sentence Reading Fluency test, his Relative Proficiency Index of 4/90 indicates that when average grade-mates are having 90% success, Kasey will have approximately 4% success, performance well below the frustration level.

In general, many of Kasey's reading errors involved middle vowel sounds, such as reading *must* as "mist." Even when his responses were accurate, his speed of reading was slow. Kasey appeared to lack confidence in his reading ability, and he remarked during testing that reading has been difficult for him since first grade.

Reading

On the WJ IV ACH Broad Reading cluster, Danny obtained a standard score of 103 (±1SEM = 99-107). His performance exceeded 51% of his grade peers. His Relative Proficiency Index of 92/90 indicates that when average grade-mates are having 90% success, Danny will have approximately 92% success. His grade scores on the Instructional Zone indicate that an easy level of reading for Danny is mid-sixth grade, whereas a frustration level is mid-eighth grade. Although all reading scores were in the Average to High Average range, Danny's score on the Sentence Reading Fluency test, which required rapid reading of simple sentences, was significantly lower than his scores on the Letter-Word Identification and Passage Comprehension tests. Conceivably, Danny's slow response style on the Sentence Reading Fluency test may be attributed to inattention or the motor aspect of having to mark the correct response. During the reading tests, Danny seemed to prefer oral to silent reading. Throughout the reading tests, Danny displayed good ability to apply phonics as an aid in word pronunciation.

Written Language

On the WJ IV ACH Broad Written Language cluster, Danny obtained a standard score of 97 (±1SEM 94-100). His performance exceeded 44% of his grade peers. His Relative Proficiency Index of 87/90 indicates that when average grade-mates are having 90% success, Danny will have approximately 87% success. His grade scores in the Instructional Zone indicate that an easy level of writing for Danny is beginning fifth grade, whereas a frustration level is mid-tenth grade.

Danny's standard score on the Editing test was significantly lower than his performance on the other writing tests (±1SEM = 64-77). His Relative Proficiency Index of 32/90 indicates that when average grade-mates are having 90% success, Danny will have approximately 32% success, performance well below the frustration level. Although scores on the other writing tests were in the Average range, his difficulties with handwriting were clearly apparent on all tests. In general, on tests requiring a written response, Danny's writing was slow and labored. Danny wrote letters in an inconsistent fashion often starting from the bottom up. His written words are poorly aligned with an inconsistent size of letters, making his writing difficult to read. In addition, he still reverses some letters when writing, particularly the letter "c".

Mathematics

On the WJ IV ACH Broad Mathematics cluster, Danny obtained a standard score of 91 (±1SEM 89 - 94). His performance exceeded 28% of his grade peers. His Relative Proficiency Index of 79/90 indicates that when average grade-mates are having 90% success, Danny will have approximately 79% success, performance approaching the frustration level. Danny's grade scores on the Instructional Zone indicate that an easy level of mathematics would be the end of fourth grade, whereas a frustration level would be mid-eighth grade. In general, some of Danny's mathematical errors may be attributed to test fatigue or doing the math calculations in his head rather than using pencil and paper. He did, however, have difficulty with mathematical concepts and recognizing patterns in series of numbers.

Academic Knowledge

Danny's store of information in the areas of humanities, social studies, and sciences was within the Low Average range. His performance exceeded 25 percent of his grade peers. This score may be an underestimate of his current level of acquired knowledge. Even when he did not know the exact answer, his responses revealed appropriate and accurate background information.

Academic Skills, Fluency, and Applications

A significant difference existed among Danny's standard scores on the Academic Skills, Fluency, and Applications clusters. Danny's performance on speeded tests (Academic Fluency) was lower than his scores on measures of basic skill (Academic Skills) and reasoning and problem solving (Academic Applications).

Phoneme/Grapheme Knowledge

Danny's knowledge of the association between speech sounds and written letters was in the Average range. His spellings indicated that he has good phonemic awareness, with adequate recall of common spelling patterns.

Discrepancies and Variations

Points:
Only discuss significant discrepancies and variations (6 out of 100, or a discrepancy percentile rank of 6 or below or 94 or above.)

This information can be presented separately or within the discussion of the area where the significant discrepancies occur.

Intra-Achievement Variations

On the Intra-Achievement variations, no significant differences existed …or when _____'s actual standard score in (name cluster) is compared to his or her predicted score (based on the average of the other 5 core tests of achievement), only __ out of ____ people would obtain a score the same or lower (or higher). This indicates that _____ is a relative strength (or weakness).

Academic Knowledge (or Broad Oral Language) Achievement Comparison When _____'s Academic Knowledge cluster is compared to (his or her) reading, math, and written language achievement, no significant discrepancies existed or a significant discrepancy existed where the Academic Knowledge cluster is higher than _____ achievement.

Requests for Accommodations

- A clear rationale is presented that documents the need for and the justification of the accommodation.
- Evidence for need of the accommodation is found in educational history (e.g., teacher reports and comments, retentions, tutoring, special education services in school)
- The request for the accommodation is supported by the assessment results, as well as educational history.

Recommendations

a) **answer the referral question(s)**
b) **provide realistic and practical ideas**
c) **when appropriate, write recommendations directly to the student, parents, and teachers**
d) **base recommendations on both strengths and weaknesses**

Recommendations

Points:

- Make sure the recommendations address all aspects of the referral question(s).
- Provide both accommodations and appropriate instructional interventions, as needed.
- Specify areas for further assessment or consultation as needed.

Discuss Strengths

- Identify areas of strength
- Explain how these strengths can facilitate educational performance
- Martha's advanced vocabulary and knowledge suggest she should have strong reading comprehension.

Ethan demonstrates cognitive strengths in the following areas: Short Term Memory, Cognitive Processing Speed, Auditory Processing, Long-Term Retrieval, Crystallized Knowledge, and Fluid Reasoning.

vs.

Ethan has many strengths: memory, reasoning, processing symbols and speech sounds, and knowledge and vocabulary.

Answer the Referral Question(s) in the Conclusions Section

- What factors are causing Dakota's difficulty in learning to read and spell?

What factors are causing Dakota's difficulty in learning to read and spell?

Dakota has significantly more difficulty than other students his age holding verbal information in memory, even for a short period of time, unless it is in a context that is meaningful to him. Consequently, it is even more difficult for him to work with, add to, and change that information while maintaining it in mental awareness. Dakota also has difficulty retrieving the visual or orthographic images of words and spelling patterns, a fundamental ability for reading and spelling skills. He has extreme difficulty spelling even common words, such as "we" and "where."

These weaknesses in memory and retrieving orthographic images contrast with his strong higher-order reasoning abilities, his comprehension and expression of spoken language, his visual-spatial abilities, and even his ability to pull apart and blend together the individual speech sounds of the language. Dakota was as proficient as his age-peers in learning and retaining content area information (e.g., science, social studies) generally taught in school.

Dakota has a specific learning disability, called dyslexia, that makes learning basic reading and spelling skills considerably more difficult for him than for typical learners of his age.

A student must meet all of the following for eligibility determination as a student with a Specific Learning Disability:

- Presence of a normative academic deficit
- Presence of a cognitive processing deficit
- An empirical relationship between the academic and processing deficits
- Overall cognitive functioning is within normal limits
- A domain-specific cognitive deficit
- An unexpected academic deficit

Tie the findings to appropriate interventions

- Consistent with current research.
- Understandable to the people who are expected to implement them.
- Attach strategy or resource website when available.

Include recommendations pertaining to:

- Further evaluation (as needed)
- Parents and home
- Social-emotional concerns
- Classroom accommodations and modifications
- Specific, research-based interventions

Further Assessment and Consultation

1 Further consultation with the school Occupational or Physical Therapist may be useful for additional ideas to support fine- and gross-motor development.
2 Use a standardized diagnostic math test, such as the KeyMath-3, to assess in depth Danny's understanding and mastery of math concepts and skills, such as fractions, percentages, decimals, place value, etc. Design a program to improve these skills.
3 The Smiths may wish to consider further exploration of issues related to inattention with a Developmental Pediatrician.

Writing

1. Continue use of the laptop in the classroom.
2. Because of his poor handwriting and slow motor speed, continue systematic instruction in keyboarding so that Danny will become proficient in keyboarding and can complete written assignments in a timely manner. Provide keyboarding instruction two or three time a week at school for 10-15 minutes.
3. When providing feedback on written language, place the emphasis on the ideas presented, rather than on the appearance of the writing. Praise Danny's attempts to write, regardless of how it looks.

4. Because of extreme difficulty copying from the board or a book, provide Danny with the information on worksheets or handouts. Provide short answer activity sheets that will review skills and knowledge without requiring lengthy written answers.
5. Because he writes very slowly, provide additional time or shortened assignments on any tasks involving writing.
6. Provide Danny with direct instruction in the rules of punctuation and capitalization. Provide practice with the implementation of these rules in actual writing assignments.
7. Review proper letter formation for the letter "C." Remind Danny that the letter C begins in exactly the same place and goes the same direction as the letters "a" and "d.'

Mathematics

1. After administration of the KeyMath-3 and analysis of the class curriculum, design a program to address Danny's specific instructional needs in basic math skills and math problem solving.

2. Review and provide practice with correct formation of the number 7 which Danny tends to reverse.

"Because" Statements

Recommendations can be more persuasive, better understood, and more likely to be implemented if they are preceded by "because" statements.

10/7/09 ASAIF Source: Writing Reports 2 J. O. Willis

"Because" Statements

Because both Marvin's reading speed and paper-and-pencil writing speed are so slow, he will need 50% additional time on tests and quizzes.

"Because" Statements

Because Marguerite has such difficulty with word-retrieval, give her a heads-up before calling on her, and provide her with enough time to formulate a response.

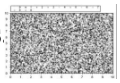
"Because" Statements

Because Elton's nonverbal abilities were so much stronger than his verbal abilities, use gestures, pictures, charts, diagrams, models, demonstrations, and other visual aids, as much as possible.

"Because" Statements

Because Isabel's reading and writing scores are so low, she needs daily intensive reading and spelling instruction. Have her spend 30 minutes a day 5 days a week on the online reading program, Virtual Reading Coach (www.mindplay.com), followed by an additional 30 minutes of 1:1 instruction using the Wilson Reading System.

Use multiple data points



- Standard scores
- Proficiency scores
- Observations, interviews, & classroom work samples
- RTI data (e.g., CBM)
- State-wide tests
- Qualitative analysis

Use headings for sections.

Avoid all jargon.

Consider who will be reading what you write and how they will react.

Avoid long sentences.

The Use of Abbreviations

Try to avoid the use of numerous abbreviations

Define any that are used: Miguel was enrolled in the district's Gifted and Talented Education Program (GATE) in second grade.

Common Errors

- Changing the metric used throughout the report
- Failure to note that modifications were made in the testing procedures that may affect the results
- Clerical errors (e.g., incorrect birth date)
- Overlooked Background Information
  - retention, accidents, illness causing absence
- Situational Factors
  - change in home situation, social difficulties with peers

Capitalization

Capitalize all test and cluster names. This helps distinguish between a test name and an ability (e.g., the Reading Comprehension cluster vs. her general reading comprehension.)

Be consistent about how score descriptors are presented. Either capitalize ranges consistently or don't (e.g. Average, high average)

Two Common Usage Errors

Its versus It's :

Confusing "its" and "it's" is the most common error in the English language. "It's" is a contraction of "it is," whereas "its" refers to possession.

Affect versus Effect

"Affect" is a verb and "effect" is a noun.

Use correct English.

- Pay attention to sentence structure. The reader should not have to read sentences several times to understand them.
- Use proper punctuation.
- Avoid misplaced modifiers.
- As much as possible, use active rather than passive voice.

Typos

- National standardization of the ***WJ IV*** included over 7, individuals ranging in age from 2 to over 90 years.

Remember to fill in information…

- Based on the Admission, Review and Dismissal (ARD) Committee (date: 9/5/2017) review of a re-evaluation report for Specific Learning Disability and/or Other Health Impairment, it was determined that Robert did not meet eligibility for special education services. On [date] parent requested a re-evaluation to determine eligibility in the area of OHI and SLD.

Subject-Verb Agreement

- Based on the data presented in this report, Ralph **DOES NOT** appears to meet eligibility criteria for emotional disturbance. Results are believed to be an accurate representation of his current level of emotional functioning

Actual recommendation from a report:

Within the classroom setting Charles would from continued focus on editing skills. Reading his written would aloud may help identify to errors as the piece will not "sound" right to him.

Wordy

- It is recommended that the ARD committee determine if the disability condition affects school performance to such a degree that there may be a need for Special Education intervention and services.
- *The ARD committee will determine if John's disability affects his academic performance to the degree that he needs special education.*

Misplaced Modifiers

- Despite a high level of anxiety, the evaluator administered the test to John.
- She found her glasses, crawling around on the floor.

Misplaced Modifiers

- At the age of four, John's mother had his vision tested.
- John's mother had his vision tested when he was four years old.
- Due to apparent fatigue, a break was provided early.
- John was allowed to take a break early because he appeared to be tired.

Write Test Results in the Past Tense

Tim's score on the WJ IV Letter-Word Identification test was High Average."

"Tim's score on the WJ IV Letter-Word Identification test is High Average" seems to suggest that this high average ability will never change.

Person

- Write in the third person (the evaluator) or the first person (I).
- Whichever style you select, stay consistent throughout the report.

The Old Search and Replace

- Errors in pronouns (e.g., Robert was proud of her grades this semester; Sally was referred by his mother.)
- Not deleting all uses of the old name (e.g., Arthur did well on the KeyMath Operations subtests. Ben's only low score was on Addition.)

Richard's teachers are making efforts to accommodate his learning needs; she uses a computer for many assignments and has text-to-speech and speech-to-text options available for improving learning and classroom communication. Stacy does not exhibit any behavior problems at school but teachers have noted that Richard sometimes gets very frustrated with his limited academic success.

Incorrect Pronouns

- Accommodations to consider for Mark to be incorporated into her instructional IEP's include:
- Should Mark begin to exhibit problematic behaviors that are interfering with her learning or that of others, **the ARD Committee is encouraged to reconvene to reconsider the need for FBA/BIP.**

- Bob's Referral Committee and current assessment team has determined that his/her dominant language is English.
- ***The WJ IV ACH*** was completed in one session. Shiela came willingly with the examiner and rapport was easily established. Shiela appeared to be doing his/her best

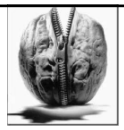
Boilerplate

- NameXX
- hXX his or her (vs. his/her)
- XXe she or he

Advice from Dr. John O. Willis

Never, ever, **EVER** save one victim's report under a new name and try to edit it for the new victim. We absolutely promise you that this process will always, beyond any doubt whatsoever, inevitably result in at least one humiliating, credibility-destroying error.

In a nutshell:



- Clarify and address the referral question.
- Choose the abilities to discuss.
- Use multiple sources of information.
- Write for your intended audience.
- Answer the referral question in your conclusions.
- Tie the findings to appropriate interventions.
- Use proper English!

Diagnosis and Instruction

Diagnosis must take *second* place to instruction, and must be made a *tool of instruction*, not an end in itself.

Source:

Cruickshank, W.M. (1977). Least-restrictive placement: Administrative wishful thinking. JLD, 10, 193-194.

If you have an important point to make, don't try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time - a tremendous whack.

~Winston Churchill

"Tests do not think for themselves, nor do they directly communicate with patients. Like a stethoscope, a blood pressure gauge, or an MRI scan, a psychological test is a dumb tool, and the worth of the tool cannot be separated from the sophistication of the clinician who draws inferences from it and then communicates with patients and professionals."

Meyer et al., 2001, p. 153

Under revision, 2nd edition should be available in 6-9 months.