Comprehensive Report

Name: Jones, Jared
Date of Birth: 04/19/2007
Age: 7 years, 11 months
Sex: Male
Date of Testing: 03/06/2015

School:
Teacher:
ID:
Examiner:

TESTS ADMINISTERED

Woodcock-Johnson IV Tests of Early Cognitive and Academic Development

TEST SESSION OBSERVATIONS

Observations of Jared's behavior were made during the *Tests of Early Cognitive and Academic Development*. His conversational proficiency seemed very limited for his age level. He was uncooperative at times during the examination; his activity level seemed typical for his age. He appeared at ease, comfortable, and attentive to the tasks during the examination. He responded promptly, but carefully, to test questions, noticeably increasing his level of effort for difficult tasks.

INTERPRETIVE OVERVIEW OF SCORES

The scores derived from this administration can be interpreted at different levels. Interpretation of Jared's performance can be based upon single tests and/or upon logical-empirical combinations of tests called clusters. Variations within groups of scores are evaluated to determine if any relative strengths and weaknesses exist.

Jared's overall intellectual ability, as measured by the WJ IV General Intellectual Ability—Early Development (GIA-EDev) standard score (66), is in the very low range of others his age. There is a 90% probability that his true GIA-EDev score would be included in the range of standard scores from 61 to 71. By comparison, a composite index of Jared's picture-naming and sentence-repetition abilities (73) is in the low range of standard scores 66 to 81. However, the scores on two of the component tests are significantly different, making it problematic to interpret Jared's Expressive Language score as a single measure of expressive language ability.

Among the WJ IV ECAD cognitive measures, Jared's standard scores are within the average range for one test (Picture Vocabulary). His scores are within the low average range for two tests (Memory for Names and Visual Closure); within the low range for one test (Verbal Analogies); and within the very low range for three tests (Sound Blending, Sentence Repetition, and Rapid Picture Naming).

An analysis of variations among Jared's cognitive test scores suggests that Picture Vocabulary is a relative strength for him. He demonstrated relative weaknesses in Sound Blending and Rapid Picture Naming.

Jared's overall academic achievement, as measured by the WJ IV ECAD Early Academic Skills standard score, is in the very low range of others his age.

Among the WJ IV ECAD achievement measures, Jared's standard scores are within the low range for one test (Number Sense); and within the very low range for two tests (Letter-Word Identification and Writing).

An analysis of variations among Jared's early academic skills test scores revealed no relative strengths and weaknesses.

Comprehensive Report

A comparison was made between Jared's overall intellectual ability and his overall early academic skills. When compared to his overall intellectual ability, Jared's performance was consistent with the score predicted for his early academic skills.

INSTRUCTIONAL RECOMMENDATIONS AND INTERVENTIONS

It may be useful to determine exactly which capital and lowercase letters Jared recognizes and can identify. Print each of the 26 letters of the alphabet on an index card. Make one card for the capital letter and one card for the lowercase letter so there are 52 cards in all. Present the letters to Jared in random order, and keep a list of known and unknown letters. The procedure can be repeated several times. Unidentified letters become instructional objectives. As a higher-level variation on the procedure, ask Jared to match capital and lowercase letters.

Use of a Concrete-Representational-Abstract (CRA) sequence insures that Jared understands the computation or fact by first using manipulatives, then drawing representations (pictures or tallies) of the problem, and finally solving the problem with actual numbers.

Teach Jared how to form letters, using numbered arrow cues if necessary. Ask Jared to name the letter as he writes it. Then ask him to store the image of the letter in Jared's mind and to hold that image for periods of increasing duration before writing the letter. Progress to having Jared write letters from memory and then compare the letters to a model.

A well-designed, multicomponent reading program that targets phonology as well as orthography, morphology, syntax, and semantics may be the most beneficial for improving Jared's word retrieval and reading fluency.

When presenting new information, it may be important to associate the key points to Jared's prior knowledge or personal experiences. This may enable him to make meaningful connections, facilitating learning and memory.

Provide Jared with direct instruction in sound blending using the following steps:

1. Have Jared say the word.

2. Present the word using prolonged sounds, but with no break between the sounds, and ask Jared to say the word.

3. Present the sounds with a short break between them and ask Jared to say the word.

4. Present the word with a quarter-second, then a half-second, then a 1-second break between the sounds and ask Jared to say the word after each presentation.

Reading aloud to Jared is a helpful activity for vocabulary development. Select books that include new vocabulary words for Jared. While reading, pause and explain any unknown words that may negatively affect his comprehension. After reading the books, discuss the new words and their meanings more fully.

Understanding core mathematical concepts is needed to solve novel problems that involve reasoning with numbers. Provide Jared with high-quality instruction, with guided practice, to ensure he can solve basic mathematics facts and execute mathematics procedures quickly and efficiently. Conceptually understanding whole numbers and committing addition and subtraction facts to memory will support more efficient and effective numeric problem solving.

Comprehensive Report

Teach Jared to repeat to remember. For example, to help Jared remember a new word or phrase, ask him to repeat the word or phrase immediately after hearing it and then ask him to repeat the word or phrase at timed intervals thereafter. The more repetition cycles Jared experiences, the more likely he will be to permanently encode the information and readily access it when needed. After this intervention has been successfully used with Jared, and he understands the importance of repeating to remember, periodically remind him to remember to repeat.

Direct instruction is one of the most effective ways of developing knowledge of math concepts, symbols, and vocabulary. Intentional, explicit teaching of specific mathematical terms and formulas will likely improve Jared's knowledge of quantitative concepts.

Oral explanations by a teacher or tutor, in conjunction with discussions with Jared, will help clarify what he has learned and may increase his understanding of quantitative concepts.

Introduce Jared to the concept of the empty number line-a number line with no numbers or markers-as a tool to help him create mental images and perform mental calculations without paper. Use a string of100 beads that alternate in color by groups of ten. Teach Jared to count to 100 by tens by moving each group of 10 beads from right to left on the string, saying “Ten,” “Twenty,” “Thirty,”, up to “One hundred” as each group of 10 beads is moved from right to left. Then ask him to do the same. Explain that 23 can be expressed as two “jumps” of 10 beads plus one more “jump” of 3 beads. Develop gamelike activities that involve going from one number to another in the fewest number of jumps. For example, ask Jared, “How can we go from 0 to 46 in the fewest number of jumps of tens and ones?” Conduct an Internet search for the empty number line concept to locate teaching strategies and lessons for adding and subtracting numbers using this concept.

Help Jared develop early number competencies and number operations. Begin or review by teaching Jared to count on his fingers and solve problems in the form of $n + 1$. Progress to combinations with totals of 10 or fewer. For addition, teach Jared to count out each addend on his fingers and then count all of the fingers to obtain the total. Demonstrate subtraction using finger counting by holding up two fingers on one hand and then covering one of the exposed fingers with the other hand while explaining the subtraction or “take away” process ($n - 1$). Use this same method to demonstrate subtraction of 1, 2, and 3 from quantities of 3, 4, and 5. Then use manipulatives to demonstrate subtraction with up to 10 objects. When Jared can add and subtract without using his fingers or manipulatives, progress to verbal activities to develop Jared's ability to mentally add and subtract with small numbers.

Comprehensive Report

TABLE OF SCORES

Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (Norms based on age 7-11)

CLUSTER/Test	W	AE	GE	RPI	SS (90% Band)	SS Classification	PR
GIA-EARLY DEVELOPMENT	464	5-1	<K.0	38/90	66 (61-71)	Very Low	1
Memory for Names	482	5-6	K.1	73/90	89 (83-94)	Low Average	23
Sound Blending	455	4-2	<K.0	10/90	64 (57-71)	Very Low	<1
Picture Vocabulary	484	7-5	2.0	86/90	96 (86-107)	Average	41
Verbal Analogies	466	5-6	K.1	50/90	76 (66-87)	Low	6
Visual Closure	476	6-2	K.7	71/90	87 (77-96)	Low Average	19
Sentence Repetition	438	4-0	<K.0	5/90	65 (58-73)	Very Low	1
Rapid Picture Naming	440	4-1	<K.0	5/90	67 (57-77)	Very Low	1
EXPRESSIVE LANGUAGE	461	5-2	<K.0	36/90	73 (66-81)	Low	4
Picture Vocabulary	484	7-5	2.0	86/90	96 (86-107)	Average	41
Sentence Repetition	438	4-0	<K.0	5/90	65 (58-73)	Very Low	1
EARLY ACADEMIC SKILLS	417	5-8	K.3	2/90	61 (57-65)	Very Low	<1
Letter-Word Identification	394	5-10	K.4	0/90	63 (58-67)	Very Low	<1
Number Sense	449	5-11	K.5	28/90	72 (61-82)	Low	3
Writing	410	5-4	<K.0	1/90	58 (52-64)	Very Low	<1
Memory for Names	482	5-6	K.1	73/90	89 (83-94)	Low Average	23
Sound Blending	455	4-2	<K.0	10/90	64 (57-71)	Very Low	<1
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Rapid Picture Naming	440	4-1	<K.0	5/90	67 (57-77)	Very Low	1
Letter-Word Identification	394	5-10	K.4	0/90	63 (58-67)	Very Low	<1
Number Sense	449	5-11	K.5	28/90	72 (61-82)	Low	3
Writing	410	5-4	<K.0	1/90	58 (52-64)	Very Low	<1

Levels of Cognitive and Academic Development

CLUSTER/Test	Level of Development	Months Delay	% Delay	*SD* Delay
GIA-EARLY DEVELOPMENT	Mildly Delayed	34	35	-2.28
Memory for Names	Mild to Age-App	29	30	-0.74
Sound Blending	Moderately Delayed	45	47	-2.40
Picture Vocabulary	Age-Appropriate	6	6	-0.23
Verbal Analogies	Mildly Delayed	29	30	-1.57
Visual Closure	Mild to Age-App	21	22	-0.89
Sentence Repetition	Moderately Delayed	47	49	-2.32
Rapid Picture Naming	Moderately Delayed	46	48	-2.21
EXPRESSIVE LANGUAGE	Mildly Delayed	33	34	-1.77
Picture Vocabulary	Age-Appropriate	6	6	-0.23
Sentence Repetition	Moderately Delayed	47	49	-2.32
EARLY ACADEMIC SKILLS	Severely Delayed	27	28	-2.61
Letter-Word Identification	Severely Delayed	25	26	-2.47
Number Sense	Mildly Delayed	24	25	-1.90
Writing	Severely Delayed	31	32	-2.80
Memory for Names	Mild to Age-App	29	30	-0.74
Sound Blending	Moderately Delayed	45	47	-2.40
Picture Vocabulary	Age-Appropriate	6	6	-0.23
Verbal Analogies	Mildly Delayed	29	30	-1.57
Visual Closure	Mild to Age-App	21	22	-0.89
Sentence Repetition	Moderately Delayed	47	49	-2.32
Rapid Picture Naming	Moderately Delayed	46	48	-2.21
Letter-Word Identification	Severely Delayed	25	26	-2.47
Number Sense	Mildly Delayed	24	25	-1.90

Comprehensive Report

CLUSTER/Test	Level of Development	Months Delay	% Delay	*SD* Delay
Writing	Severely Delayed	31	32	-2.80

	STANDARD SCORES			DISCREPANCY		Interpretation at
VARIATIONS	Actual	Predicted	Difference	PR	SD	+ or - 1.50 SD (SEE)
Intra-Cognitive Variations						
Memory for Names	89	84	5	64	+0.35	--
Sound Blending	64	85	-21	6	-1.60	Weakness
Picture Vocabulary	96	76	20	95	+1.64	Strength
Verbal Analogies	76	76	0	51	+0.01	--
Visual Closure	87	82	5	63	+0.33	--
Sentence Repetition	65	84	-19	8	-1.38	--
Rapid Picture Naming	67	87	-20	7	-1.50	Weakness

	STANDARD SCORES			DISCREPANCY		Interpretation at
VARIATIONS	Actual	Predicted	Difference	PR	SD	+ or - 1.50 SD (SEE)
Intra-Academic Variations						
Letter-Word Identification	63	65	-2	39	-0.28	--
Number Sense	72	75	-3	38	-0.31	--
Writing	58	69	-11	12	-1.17	--

	STANDARD SCORES			DISCREPANCY		Significant at
COMPARISONS	Actual	Predicted	Difference	PR	SD	+ or - 1.50 SD (SEE)
General Intellectual Ability/Achievement Comparisons*						
EARLY ACADEMIC SKILLS	61	73	-12	15	-1.05	No

**This procedure compares the WJIV GIA-Early Development score to selected achievement cluster.*

Comprehensive Report

Appendix A: Detailed Interpretation of Clusters and Tests

This appendix provides information about each ability measure, including a description of Jared's developmental level, a comparison to age peers using a standard score range classification, and a description of his proficiency level.

WJ IV Tests of Early Cognitive and Academic Development

Intellectual Ability

General Intellectual Ability–Early Development represents a measure of Jared's overall intelligence. Jared's performance on General Intellectual Ability--Early Development is comparable to that of the average child at age 5-1. His general intellectual ability standard score is in the very low range (percentile rank of 1; standard score of 66). His overall intellectual ability is limited (RPI of 38/90); he will probably find it very difficult to succeed on age-level similar tasks.

Early Development Clusters

Expressive Language measured Jared's level of expressive oral language development, including single-word vocabulary knowledge and ability to repeat connected discourse. Although Jared's expressive language ability standard score is within the low range, his performance varied on two different types of expressive language tasks. Jared's performance is average on tasks involving identifying names for pictured objects. His performance is very limited on tasks involving auditory memory for connected discourse.

Early Academic Skills is an aggregate measure of Jared's word reading skill, understanding and skill with number concepts and vocabulary, and emergent writing skill. Jared's performance on Early Academic Skills are comparable to those of the average child at age 5-8. His academic skills standard score is in the very low range (percentile rank of <1; standard score of 61). His early reading, writing, and number skills are extremely limited (RPI of 2/90); he will probably find it virtually impossible to succeed on age-level similar tasks.

Early Development Tests

Memory for Names is a test of long-term retrieval. This test required Jared to learn associations between unfamiliar auditory and visual stimuli (an auditory-visual association task). Jared's performance on Memory for Names is comparable to that of the average child at age 5-6. His Memory for Names standard score is in the low average range (percentile rank of 23; standard score of 89). His associative learning and memory ability is limited to average (RPI of 73/90); he will probably find it difficult to succeed on age-level auditory-visual associative memory tasks.

Sound Blending is a test of phonological processing. This test measured Jared's skill in blending phonemes or syllables into words. Jared's performance on Sound Blending is comparable to that of the average child at age 4-2. His Sound Blending standard score is in the very low range (percentile rank of <1; standard score of 64). His skill in synthesizing language sounds into words is very limited (RPI of 10/90); he will probably find it extremely difficult to succeed on age-level tasks involving blending sounds into words.

Comprehensive Report

Picture Vocabulary is a test of Jared's expressive vocabulary that required him to provide names of pictured objects. Jared's performance on Picture Vocabulary is comparable to that of the average child at age 7-5. His Picture Vocabulary standard score is in the average range (percentile rank of 41; standard score of 96). His ability to demonstrate word knowledge by identifying pictured objects is average (RPI of 86/90).

Verbal Analogies is a test of verbal reasoning. This test required Jared to comprehend the logical relationship between two words, and then apply reasoning ability to complete an analogy. Jared's verbal working memory is comparable to that of the average child at age 5-6. His Verbal Analogies standard score is in the low range (percentile rank of 6; standard score of 76). His word reasoning ability is limited (RPI of 50/90); he will probably find it very difficult to succeed on age-level verbal reasoning tasks.

Visual Closure is a test of visual processing. This test required Jared to identify a drawing or a picture from an incomplete visual representation. Jared's performance on Visual Closure is comparable to that of the average child at age 6-2. His Visual Closure standard score is in the low average range (percentile rank of 19; standard score of 87). His visual closure ability is limited to average (RPI of 71/90); he will probably find it difficult to succeed on age-level visual closure tasks.

Sentence Repetition is a test of short-term memory span. This test required Jared to remember and repeat single words, phrases, and sentences presented orally. Jared's performance on Sentence Repetition is comparable to that of the average child at age 4-0. His Sentence Repetition standard score is in the very low range (percentile rank of 1; standard score of 65). His ability to listen to, remember, and repeat words, phrases, and sentences is very limited (RPI of 5/90); he will probably find it extremely difficult to succeed on age-level tasks requiring sentence memory.

Rapid Picture Naming measured Jared's fluency of word access or speed of direct recall of object names from acquired knowledge. Jared's performance on Rapid Picture Naming is comparable to that of the average child at age 4-1. His Rapid Picture Naming standard score is in the very low range (percentile rank of 1; standard score of 67). His speed of direct recall of simple vocabulary is very limited (RPI of 5/90); he will probably find it extremely difficult to succeed on age-level tasks involving rapid naming of objects.

Letter-Word Identification measured Jared's ability to read isolated letters and words aloud. Jared's performance on Letter-Word Identification is comparable to that of the average child at age 5-10. His Letter-Word Identification standard score is in the very low range (percentile rank of <1; standard score of 63). His ability to recognize or decode words in isolation is extremely limited (RPI of 0/90); he will probably find it virtually impossible to succeed on age-level word identification tasks.

Number Sense measured Jared's developing knowledge of the vocabulary and concepts required to count, compare, judge, and estimate. Jared's performance on Number Sense is comparable to that of the average child at age 5-11. His Number Sense standard score is in the low range (percentile rank of 3; standard score of 72). His number reasoning ability is limited (RPI of 28/90); he will probably find it very difficult to succeed on age-level tasks requiring number concepts and vocabulary.

Writing measured Jared's ability to draw and write letters and words correctly. Jared's performance on Writing is comparable to that of the average child at age 5-4. His Writing standard score is in the very low range (percentile rank of <1; standard score of 58). His writing ability is extremely limited (RPI of 1/90); he will probably find it virtually impossible to succeed on age-level early writing tasks.