**Name: Date of Birth:**

**Grade: Age:**

**Evaluator: Date of Report:**

**Reason for Referral:**

(STUDENT’S CURRENT SCHOOL)

**EDUCATIONAL EVALUATION**

**Student** has been referred for an evaluation due to concerns about XXXXXXXX. He/she has not been achieving at the level commensurate with her perceived potential. (Other difficulties the student may be experiencing, person who referred and specific concerns of the referral source.) State question of the Evaluation Planning Team, such as: Does **student** have a Specific Learning Disability, an Attention Deficit/Hyperactive Disorder, Emotional Disturbance, or other (select the appropriate category) that is affecting his/her ability to access her education?

**Background:**

Paragraph I – include short description of student’s educational experience/history

Paragraph II – include a short description of student including current presentation, educational program and how he/she sees themselves as a learner

Paragraph III – Summarize the student’s grades over the last few years and current grades

**Tests Administered:**

Woodcock Johnson Third Edition Tests of Achievement Form A or B

Gray Silent Reading Test

Test of Written Language IV

Key Math

Others

**Testing Behavior:**

**Student** was tested during XXXXXXXXX. (Include whether rapport was developed; was the student cooperative; any additional cues, time or structure that was needed during testing; whether performance was consistent or not; ability to persevere; student response to testing; activity level; attentional level and consistency, response to success or failure) The examiner feels that this is or is not a valid assessment of **student**’s achievement in the basic skill areas.

**Woodcock-Johnson Third Edition Achievement Battery – Form A or B**

The Woodstock Johnson III Achievement Battery is a comprehensive battery of individually administered tests measuring the academic achievement areas of reading, oral language, written language, mathematics and general knowledge.

In this report scores are given for skill levels expected at the student’s age along with a percentile rank. A Standard Score is derived to be able to compare scores between different tests. Because standard scores are not considered to exact, a Confidence Band is given, which is the zone in which you can have confidence that the student’s true score falls 68% of the time. The Relative Proficiency Index indicates at what percent the student will succeed on tasks when peers of the same age achieve 90 percent success.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Clusters & subtests** | Standard Score | Confidence Band | Percentile  | RelativeProficiencyIndex |
| **Oral Language** |   |   |   |   |
|   |   |   |   |   |
| **Oral Expression** |   |   |   |   |
| Story Recall |   |   |   |   |
| Picture Vocabulary |   |   |   |   |
|   |   |   |   |   |
| **Listening Comprehension** |   |   |   |   |
| Understanding Directions |   |   |   |   |
| Oral Comprehension |   |   |   |   |
|   |   |   |   |   |
| **Phoneme/Grapheme** |   |   |   |   |
| Word Attack |   |   |   |   |
| Spelling of Sounds |   |   |   |   |
|   |   |   |   |   |
| **Broad Reading** |   |   |   |   |
| Basic Reading Skills |   |   |   |   |
| Reading Fluency |   |   |   |   |
| Passage Comprehension |   |   |   |   |
|   |   |   |   |   |
| **Basic Reading Skills** |   |   |   |   |
| Letter-Word Identification |   |   |   |   |
| Word Attack |   |   |   |   |
|   |   |   |   |   |
| **Reading Comprehension** |   |   |   |   |
| Passage Comprehension |   |   |   |   |
| Reading Vocabulary |   |   |   |   |
|   |   |   |   |   |
| **Broad Written Language** |   |   |   |   |
| Basic Writing Skills |   |   |   |   |
| Writing Fluency |   |   |   |   |
| Writing Samples |   |   |   |   |
|   |   |   |   |   |
| **Basic Writing Skills** |   |   |   |   |
| Spelling |   |   |   |   |
| Editing |   |   |   |   |
| Punctuation & Capitals |   |   |   |   |
|   |   |   |   |   |
| **Written Expression** |   |   |   |   |
| Writing Samples |   |   |   |   |
| Writing Fluency |   |   |   |   |
|   |   |   |   |   |
| **Broad Math** |   |   |   |   |
| Calculation |   |   |   |   |
| Math Fluency |   |   |   |   |
| Math Reasoning |   |   |   |   |
|   |   |   |   |   |
| **Math Calculation Skills** |   |   |   |   |
| Calculation |   |   |   |   |
| Math Fluency |   |   |   |   |
|   |   |   |   |   |
| **Math Reasoning Skills** |   |   |   |   |
| Applied Problems |   |   |   |   |
| Quantitative Concepts |   |   |   |   |
|   |   |   |   |   |
| **Academic Knowledge** |   |   |   |   |
| **Academic Skills** |   |   |   |   |
| **Academic Applications** |   |   |   |   |
| **Academic Fluency** |   |   |   |   |
|   |   |   |   |   |
| **Total Achievement** |   |   |   |   |

**Student**’s Total Achievement score of XXX was in the XXXX range. He/she demonstrated XXX range skills in the cumulative clusters of XXX (SS), XXX (SS)….. However, there were differences among more specific skills that reflect gaps in his/her background that will affect his/her performance in academic work. Student demonstrated the following areas of relative academic strength and weakness:

**Strengths:**

*
*
*

**Weaknesses:**

*
*
*

***Paragraph I interpretation and integration of data***

 Summarize data from Oral Language, Oral Expression and Listening Comprehension Clusters including the subtests of Story Recall, Understanding Directions, Story-Recall Delayed, and Picture Vocabulary beginning with relative strengths and transitioning to relative weaknesses.

***Paragraph II Interpretation and integration of data***

 Summarize data from the Reading Cluster including the subtests of Letter-Word Identification, Reading Fluency, Passage Comprehension, Word Attack, and Reading Vocabulary beginning with relative strengths and transitioning to relative weaknesses.

***Paragraph III Interpretation and integration of data***

Summarize data from Written Language Cluster including the subtests of Spelling, Writing Fluency, Writing Samples, Editing, Spelling of Sounds, and Punctuation and Capitalization beginning with relative strengths and transitioning to relative weaknesses.

***Paragraph IV Interpretation and integration of data***

 Summarize data from Math Cluster including the subtests of Calculation, Math Fluency, Applied Problems and Quantitative Concepts beginning with relative strengths and transitioning to relative weaknesses.

***Paragraph V Academic Knowledge***

 Summarize data from Academic Knowledge cluster.

**Impressions**

Summarize finding from W-J III above identifying patterns of strength and weakness. Begin to make recommendations for special education interventions.

**Other achievement tests given**

**Gray Silent Reading Test**

In this test the student is asked to read short passages and to answer five comprehension questions for each passage. **Student** achieved the following results:

**Silent Reading Quotient Standard Score Percentile**

Summarize findings of Gray Silent

**Test of Written Language Third Edition (TOWL III)**

The TOWL III measures a student’s spontaneous writing competence through essay analysis. It yields both standard scores and percentile scores, and a composite quotient. The most reliable scores are the composite quotients, which have a mean of 100 and a standard deviation of 15. The composite scores enable the examiner to estimate a student’s general writing proficiency and determine a strength or weakness relative to a spontaneous testing format. The following is a description of the TOWL III Spontaneous Writing Composite.

 **TOWL III Standard Score Percentile**

|  |  |  |
| --- | --- | --- |
| **Contextual Conventions** |   |   |

|  |  |  |
| --- | --- | --- |
| **Story Construction** |   |   |
| **Composite Quotient** |   |   |

**Spontaneous Writing:** This score indicates the student’s ability to write as measured by analysis of a spontaneously composed essay. The following components are evaluated:

1. **Contextual Conventions:**  the student writes a story in response to a stimulus picture. Points are earned for satisfying specific requirements relative to capitalization, punctuation, spelling and other arbitrary elements in writing. (Add summary and interpretation of student scores.)

2. **Story Construction:** The student’s story is evaluated relative to the quality of its’ plot prose, development of characters, interest to the reader and other compositional aspects. (Add summary and interpretation of student scores.)

**Impressions:**

Summarize finding from TOWL III above identifying patterns of strength and weakness. Begin to make recommendations for special education interventions.

**SUMMARY OF EVALUATION**

Paragraph I

 Summarize findings from WJ III achievement testing

Paragraph II

 Summarize findings of other achievement testing if given

**RECOMMENDATIONS:**

1.
2.
3.
4.
5.