

### **Speech and Language Evaluation**

**Name: Chad**

**School: Lakeview Elementary**

**Grade: 5**

**Reason for Referral:**

**Chad is currently undergoing an initial evaluation to determine whether or not he meets the criteria for special education. The team was concerned about whether Chad possesses adequate oral language skills.**

**Testing Observations:**

**Chad is a pleasant young man. He was cooperative and persistent throughout the testing session. Results should be considered to be accurate and valid.**

**Tests Administered:**

**Clinical Evaluation of Language Fundamentals – Fourth Edition**

**Peabody Picture Vocabulary Test – Third Edition**

**Expressive One Word Vocabulary Test**

**Test Results:**

**CELF -4**

<b>Score Area</b>	<b>Standard Score</b>	<b>Percentile Rank</b>
<b>Receptive Language</b>	<b>90</b>	<b>25<sup>th</sup></b>
<b>Expressive Language</b>	<b>96</b>	<b>39<sup>th</sup></b>
<b>Total Language</b>	<b>92</b>	<b>30<sup>th</sup></b>

**Results of the CELF-4 indicate that Chad's overall oral language skills are in the low average range for his age. Chad exhibits somewhat stronger expressive language than receptive language. Chad exhibits strong comprehension of syntax and comprehension of story paragraphs. Chad is able to follow two step directions but struggles with three step directions, especially when there is unfamiliar vocabulary or concepts involved. In the area of expressive language, Chad showed average expressive grammar usage and sentence recall. Chad was able to formulate simple sentences orally but struggled with compound/complex sentences. Chad also tends to use nonspecific vocabulary which suggests difficulty with word retrieval.**

### Peabody Picture Vocabulary Test-III

Score Area	Standard Score	Percentile Rank
PPVT-III Score	91	27

Results indicate that Chad's comprehension of single word vocabulary is in the low average range for his age. He is familiar with basic vocabulary.

### Expressive Vocabulary Test

Score Area	Standard Score	Percentile Rank
EVT Score	99	47

Results indicate that Chad's expressive vocabulary is in the average range. He is able to use an age typical range of terms to express himself. It is important to note that Chad did exhibit some difficulty with word retrieval. Given time, he was able to recall the exact word that he was looking for, however, under the pressure of time, he struggled.

### Speech Articulation and Voice

No difficulties were observed in the area of speech articulation or voice.

### Summary:

Chad's overall oral language skills are in the low average range for his age. Chad shows a relative strength in the area of expressive vocabulary. He exhibits some weakness in the areas of comprehension of language concepts and oral directions and rapid word retrieval.

### Recommendations:

Chad's difficulty with following directions and recalling words may interfere with his ability to manage classroom assignments. He would benefit from regular classroom supports/accommodations, such as:

- 1.) Checking with Chad for understanding after a direction has been given
- 2.) Providing visual cues to support oral information
- 3.) Preteaching vocabulary
- 4.) Allowing Chad ample time to respond to questions
- 5.) Offering Chad prompts when he is struggling to recall a word

It was a pleasure to evaluate Chad.

Vera Bose, Speech/Language Pathologist

## **Psychological Evaluation**

**Name of Student: Chad**

**Date of Evaluation: Sept. 28, 2006**

**School: Lakeview Elementary**

**Grade: 5**

**Name of Evaluator: Dr. Cy Kocis**

### **Reason for Referral:**

Chad is presently undergoing an initial evaluation to determine whether or not he has a specific learning disability. A psychological evaluation was requested as part of this comprehensive evaluation.

### **Test Administered:**

Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)

### **Test Results:**

**FULL SCALE IQ SCORE – 119    PERCENTILE RANK – 90    HIGH AVERAGE**

VERBAL COMPREHENSION – 116	PERCENTILE RANK – 86	HIGH AVERAGE
PERCEPTUAL REASONING – 125	PERCENTILE RANK – 95	SUPERIOR
WORKING MEMORY – 102	PERCENTILE RANK – 55	AVERAGE
PROCESSING SPEED – 106	PERCENTILE RANK – 66	AVERAGE

### **Test Interpretation:**

Chad's overall performance was determined to be within the high average to superior range of intellectual functioning. He possesses excellent verbal comprehension and perceptual reasoning abilities. Chad has the ability to work well with both language based and visual-spatial information.

Chad has very strong reasoning skills, especially within the visual-spatial domain. His level of social knowledge is above average. He has adequate oral vocabulary, short term memory, and processing speed skills. His long term memory skills appear to be solid. There were no significant cognitive deficits noted within this evaluation.

### **Recommendations:**

There appear to be no clinical or cognitive issues interfering with Chad's learning. It is recommended that testing be conducted to rule out the possibility of a phonological processing deficit interfering with Chad's learning.

I am available for additional consultation as needed.

**Dr. Cy Kocis, Licensed School Psychologist**

**DR. COLE HANZ**  
**PEDIATRICIAN**

**14 MEDICINE PLAZA  
LAKEVIEW, MAINE 05490**

**1-800-GIV-MEDS**

**PATIENT: CHAD**

**DATE: 9/23/06**

**THIS PATIENT WAS SEEN IN THE OFFICE WITH HIS MOTHER. PRESENTING CONCERN IS EDUCATIONAL IN NATURE REGARDING THE POSSIBILITY OF AN ATTENTION DEFICIT HYPERACTIVITY DISORDER. PHYSICAL AND MEDICAL HISTORY INDICATES NO MEDICAL ISSUES OR DEVELOPMENTAL CONCERNS. PATIENT, MOTHER, AND TEACHER COMPLETED CONNER'S RATING SCALE. RESULTS INDICATE SOME ELEVATED SCORES IN THE AREA OF INATTENTION WITH FEW ELEVATED SCORES INDICATED OFR HYPERACTIVITY OR IMPULSIVITY. MOTHER REPORTS THAT CHAD HAS NEVE HAD ATTENTION ISSUES UNTIL HE BEGAN STRUGGLING WITH SCHOOLWORK.**

**IT IS THE OPINION OF THIS PHYSICIAN THAT THERE IS NOTHING CLINICAL OR PHYSIOLOGICAL ABOUT CHAD'S TENDENCY FOR INATTENTION AT SCHOOL. IT IS LIKELY THAT CHAD'S TENDENCY TO LOSE FOCUS IS CORRELATED MORE DIRECTLY WITH HIS LEARNING DIFFICULTIES AND INABILITY TO UNDERSTAND CLASS MATERIAL.**

**FOLLOW UP: NONE RECOMMENDED AT THIS TIME**

**DR. COLE HANZ**

**Adverse Effect Information**

**Qualitative Reading Inventory - 4<sup>th</sup> Edition**

**Word Lists**

<b>Grade Level</b>	<b>Percentage of Accuracy</b>
<b>First</b>	<b>90%</b>
<b>Second</b>	<b>85%</b>
<b>Third</b>	<b>85%</b>
<b>Fourth</b>	<b>50%</b>
<b>Fifth</b>	<b>35%</b>

**Oral Passage Reading**

<b>Grade level of passage</b>	<b>Percentage of Accuracy</b>	<b>Words Correct Per Minute</b>
<b>Third grade passage</b>	<b>85% accurate</b>	<b>43 WCPM</b>

**\*\*\*Vt. GLE reading rate for fifth grade is 125-150 WCPM**

**NECAP results**

**Reading - Partially Proficient**

<b>Reading Test</b>	<b>Chad's score</b>	<b>Range of scores students at proficient level</b>
<b>Word Id/Vocabulary</b>	<b>10</b>	<b>13.4-17.1</b>
<b>Literary Text</b>	<b>10</b>	<b>7-10.2</b>
<b>Information Text</b>	<b>7</b>	<b>6.4-9.8</b>
<b>Initial Understanding</b>	<b>12</b>	<b>9.4-13</b>
<b>Analysis and Interpretation</b>	<b>5</b>	<b>4-7.1</b>

**Grades on First Semester Report Card**

Language Arts - 55% (F)

Teacher comments: Chad is functioning within the lowest 15<sup>th</sup>% of the class. He requires an alternative fourth grade curriculum for both reading and writing.

**Classroom Observation**

Quiz on reading selection. Chad spent most of the time on the first item. He was the only student that didn't finish the quiz. He received an F. He told the teacher that it wasn't fair because he couldn't read the words on the quiz.

## Academic Evaluation

**Name of Student:** Chad  
**School:** Lakeview Elementary School  
**Date of Birth:** 2/12/96  
**Grade:** 5  
**Date of Report:** 10/16/06

### **Reason for Referral:**

Chad was referred for an educational assessment as part of a comprehensive initial special education evaluation designed to assess current levels of academic achievement, educational programming, and to determine whether or not he qualifies for special education services.

### **Woodcock Johnson -Third Edition (WJ-III), Tests of Achievement**

<b>Achievement Clusters</b>	<b>Standard Score</b>	<b>Percentile Rank</b>
Basic Reading Skills	82	12 <sup>th</sup>
Reading Comprehension	91	27 <sup>th</sup>
Math Calculation Skills	71	3 <sup>rd</sup>
Math Reasoning	82	12 <sup>th</sup>
Written Expression	86	18 <sup>th</sup>

### **Gray Oral Reading Test - Fourth Edition (GORT-4)**

<b>Subtest Area</b>	<b>Standard Score</b>	<b>Percentile Rank</b>
Rate	80	9 <sup>th</sup>
Accuracy	85	16 <sup>th</sup>
Fluency	75	5 <sup>th</sup>
Comprehension	90	25 <sup>th</sup>
Oral Reading Quotient	79	8 <sup>th</sup>

### **Test of Word Reading Efficiency (TOWRE)**

<b>Subtest Area</b>	<b>Standard Score</b>	<b>Percentile Rank</b>
Sight Word Efficiency	78	7 <sup>th</sup>
Phonemic Decoding Efficiency	76	5 <sup>th</sup>
Total Word Reading Efficiency	72	3 <sup>rd</sup>

### **Test of Written Language - Third Edition (TOWL-3)**

<b>Subtest Area</b>	<b>Standard Score</b>	<b>Percentile Rank</b>
Contextual Conventions	70	2 <sup>nd</sup>
Contextual Language	85	16 <sup>th</sup>
Story Construction	80	9 <sup>th</sup>
Spontaneous Writing Quotient	72	3 <sup>rd</sup>

### **Testing Summary:**

Results of the educational assessment indicate that when compared to others at the same age level, Chad's Reading Comprehension is within the average range while his Basic Reading Skills are within the low average range and Reading Fluency is within the well below average range. The considerable time it takes Chad to decode words interferes with his reading fluency. Results of the GORT-4, WJ-III, and the TOWRE, all indicate a reading fluency rate that will cause Chad to struggle with texts he is likely to encounter in the fifth grade classroom. Further, his weak reading fluency will undoubtedly interfere with his ability to focus his attention on the meaning of the text. Chad's Written Expression and Math Reasoning are within the low average range, and his Math Calculation Skills are within the well below average range compared to others at the same age level. When writing, Chad needs considerable time to formulate sentences. Many of his sentences were run-ins or incomplete sentences. While he did appear to concern himself with capitalization and punctuation, it was apparent that his skills in these areas were not automatic. In the area of mathematics, Chad worked slowly and deliberately. His lack of automaticity with math facts slowed him down greatly. Chad used his fingers to compute multiplication facts. He seems to have limited conceptualization of numbers. Chad's Math Reasoning abilities seem to be somewhat stronger as he generally knows what he needs to do to solve a word problem. However, he tended to miscalculate answers.

### **Recommendations for Instruction:**

- Chad is in need of direct, specialized instruction within the area of math calculation. Chad would benefit from instruction in conceptualizing division, multidigit division, as well as instruction to increase age appropriate knowledge of math vocabulary and concepts of math. He would benefit from instruction to increase math fact fluency.
- Chad would also benefit from regular, explicit phonics instruction. This instruction should focus on learning the six basic syllable types and reading and spelling multisyllabic words.
- Chad's reading fluency may be improved by providing him with regular opportunities to read orally, choral read, and do repeated readings. Work on fluency should make it easier for Chad to comprehend what he reads.
- Direct instruction in sentence formulation would benefit Chad. It would help him to formulate well organized complete sentences and express more complex ideas. He would also benefit from continued

HEC & TRIPSCY Training, April 10, 2007,  
Comprehensive Evaluation Process, Jennifer Pattenaude, M.A.  
instruction in punctuation, capitalization, and usage. Chad may  
require additional support with writing in the classroom.

**Recommendations for Classroom Accommodations:**

- In assessments, offer Chad extended time limits.
- Allow Chad additional time, as needed, to complete assignments
- Until Chad's math fact fluency improves, allow the use of a calculator or fact chart to facilitate all activities focused on math reasoning
- Consider shortening classroom assignments
- Consider use of a word processing program with a spell check feature