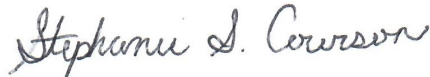University of Central Florida
College of Community Innovation and Education
Department of Counselor Education and School Psychology
School Psychology Program

Psychoeducational Evaluation Report

STUDENT INFORMATION

Student Name:	Sample Doe	Birthdate:	11/09/2009
Current Grade:	4 (2019-2020)	School:	Standard Learning Academy
Teacher(s):	Ms. Jones	Date(s) Tested:	02/20/2020
Examiner:	Stephanie Courson	Referred By:	Jane Doe, Mother

Signature of Evaluator: *Stephanie S. Courson*

REASON FOR REFERRAL

Sample Doe was volunteered by his mother to participate in a practice administration of the Woodcock-Johnson IV Tests of Achievement for the purposes of the examiner gaining experience administering this test as a graduate school course requirement.

TESTS USED

The Woodcock-Johnson IV Tests of Achievement Form A

BACKGROUND INFORMATION

Sample is a 10 year old boy who is currently in his fourth grade year at Standard Learning Academy, a private K-8 school in Orlando, Florida. According to his mother, Sample exhibits excellent student skills and work ethic. Sample states that in his spare time, he enjoys playing soccer, playing with friends, and spending time with his family. During test administration, Sample expressed excitement for the math subtests, self-professing to be a "math guy." No academic or behavior concerns by his mother prompted the assessment.

BEHAVIORAL OBSERVATIONS

Throughout the assessment, Sample was exceptionally cooperative and demonstrated a good amount of persistence when faced with difficult tasks. He was at ease and comfortable during the assessment process and was able to sit and attend to all tasks. During very difficult tasks, Sample persisted using lots of thinking time, often needing prompting to try an answer or move on to the next item. He often clarified directions for each new set of tasks to make sure he understood what was being asked of him. The examiner noted eight different instances when Sample took the time to clarify a task or direction with the examiner before moving forward with the task. Sample made excellent eye contact and spoke comfortably with the examiner about his competitive soccer experiences and his feelings about different school subjects. Overall, it was a pleasure working with Sample and it is the examiner's opinion that the results of this assessment represent a fair estimate of Sample's overall academic achievement in the areas of reading, writing, and math.

RESULTS

The Woodcock Johnson IV Tests of Achievement (WJ IV Ach) provide a brief snapshot at a point in time of an individual's academic achievement in three broad areas: reading, writing, and mathematics. Its results shed insight as to how Sample's achievement compares to his peers in the same grade level nationwide. Overall, Sample's performance on all areas (reading, writing, and math) is within the average range for his grade (65th percentile).

Academic Domains

Reading Measures. Overall, Sample is performing within the average range in comparison to his grade level peers for broad reading measures, which include measures in word

reading, reading comprehension, and reading speed. Sample exhibited personal strengths in the area of word reading, as he was able to identify many challenging, less commonly used words without much difficulty. Sample seemed to take his time on the reading speed measure, prioritizing accuracy over speed, which resulted in a lower score relative to his other reading measures. This reading speed, or fluency, measure required students to read a sentence silently, determine if the sentence was true or not true, and then circle a response. Sample made no errors during this subtest, but his great attention to accuracy seemed to slow him down. When looking at Sample's reading achievement without the timed measure of sentence reading fluency, Sample's reading achievement is much higher (a standard score of 115 versus 102).

When looking specifically on how Sample performed on basic word reading skills in isolation, Sample's performance was a relative reading strength (standard score of 111). Sample was not only able to recognize real words in isolation, but was also able to use his knowledge of letter sound relationships and spelling patterns to decode words that are not real words. It is worth noting that neither task was timed.

Though not included in the overall reading achievement measure, Sample's oral reading score was also another personal strength (standard score of 120). When reading out loud, Sample was able to correctly decode many multisyllabic words embedded in an informational passage on an untimed task.

Written Language/Expression. Overall, Sample's performance on broad written language measures is within the average to advanced range for his grade level peers (standard score of 108). Broad written language includes Sample's ability to spell words, his ability to write sentences about a given topic, and his sentence writing speed. Sample's performance on all three measures was very consistent, with the lowest of the three scores (103 standard score versus 108

and 106) being in sentence writing speed. During the writing speed task, Sample stopped to ask if he should go back and add an ending punctuation mark to the first sentence. Indeed, in looking at his written work during the task, Sample clearly prioritizes correctness and neatness. During the untimed sentence writing task, Sample often would erase and rewrite words and phrases. He seems to have high expectations for his own performance, but this attention to perfection could slow him down on tasks that require speed, such as note taking for oral lectures.

Mathematics Measures. Overall, Sample's performance on broad math measures is within the averaged to advanced range for his grade level peers (standard score of 106). These measures include Sample's ability to solve applied math word problems, his ability to accurately use computation skills, and answer math facts quickly in a timed task. Sample's ability to solve applied problems is a relative strength in his math ability. His standard score of 122 in applied problem solving indicates that Sample probably finds similar problem solving tasks in the classroom to be very easy. A relative weakness again was the timed task, which required Sample to quickly answer mixed math facts in three minutes' time. Sample clarified directions during the test, wanting to make sure he was moving through the problems correctly in terms of direction. Overall, he made three errors on the timed calculation test and moved cautiously, resulting in a standard score of 92. In contrast, his calculation score on an untimed task was 109. This task required Sample to apply computation skills such as regrouping and long division on increasingly more difficult items. When examining Sample's math achievement overall without the timed test, his performance is much higher (standard score of 116 versus 106).

Cross Domain Clusters

Testing across the subject areas of reading, writing, and math allows for cross-examination of common threads between the subject areas to discover any patterns of strengths

and weaknesses that Sample may be experiencing. These common threads, called Cross-Domain

Clusters, include Academic Skills, Academic Fluency, and Academic Applications. Sample's

performance within the three Cross-Domain Clusters is described below.

Academic Skills Cluster. The Academic Skills Cluster examines Sample's performance

on basic skill level tasks related to writing, reading, and math. These skills include word

reading, spelling, and calculation. None of these measures are timed. Sample's score on the

Academic Skills Cluster is within the Advanced range for his grade (standard score of 112). This

means that Sample likely finds similar tasks in the classroom to be easy.

Academic Fluency Cluster. The Academic Fluency Cluster examines Sample's

performance on tasks requiring quickness while also attending to accuracy in writing, reading,

and math. These skills include sentence reading speed (silent reading and responding to a task),

math fact speed, and sentence writing speed. Sample's score on the Academic Fluency Cluster is

within the Limited to Average range for his grade (standard score of 93). This means that he

likely finds similar tasks with time demands in the classroom as manageable.

Academic Applications Cluster. The Academic Applications Cluster examines Sample's

performance on tasks that require an application of basic skills to a task in reading, writing, and

math. These skills include math word problem solving, reading comprehension, and writing a

sentence about a given topic. Note that none of these tasks were timed. Sample's score on the

Academic Applications Cluster is within the Advanced range for his grade (standard score of

117). This means that on similar applied tasks in the classroom, Sample likely finds these tasks

to be easy.

SUMMARY

Sample Doe was administered the WJ IV Tests of Achievement after volunteering to take the test per a graduate school course requirement of the examiner's. Overall, Sample's academic achievement is within the average range when compared with his grade level peers (65th percentile). Sample exhibits relative strengths in his basic skills and applications in reading, writing, and math, presenting with overall Academic Skills and Applications cluster scores within the Advanced range for his grade. Sample's attention to detail and prioritization of accuracy versus speed tends to result in slower overall academic fluency, yet it is still considered manageable in the classroom setting. Thus, if given adequate time to complete tasks, Sample possesses both the requisite basic academic skills and the ability to apply those skills to a variety of academic tasks to be successful in the classroom.

RECOMMENDATIONS

The examiner observed that Sample was often very careful about his understanding of directions, stopping to clarify frequently to make sure he was completing tasks correctly. The examiner also observed that Sample has a tendency to prioritize accuracy over speed, which results in a slightly slower pace of task completion than expected. Though these observations were not overly concerning, Sample may benefit from the following recommendations for both home and school settings:

1. Consistently reinforce the idea that personal best is expected of a task - not perfection.

2. Reduce emphasis on competition and perfection when using language to describe situations at home or at school. Encourage focus on growth.

3. Assign one task at a time and provide Sample with ample time to complete the task.

4. Provide time guidelines for completing class assignments to encourage time management skills. For example, "Alright class. You have 20 minutes to complete the next 10 math problems. That means you should be about halfway done in 10 minutes." If Sample requires more time, allow it, but encourage reflection on why he ran out of time and what he could do next time to complete the task in the given timeframe.

5. Encourage partial responses or partial credit for answers to questions that are difficult for Sample. Sample may hesitate to complete a response if he is not 100% sure he is right, which slows him down. If he knows he will receive partial credit for previous steps or partially correct responses, he may be more apt to give an item his best try and move on to the next item.

6. In the classroom and at home, highlight parts of Sample's effort that were bold and daring and exemplified trying one's best, even if the result wasn't perfect.

Recommended Readings

Mindset: The New Psychology of Success by Carol S. Dweck (Published in 2007 by Ballantine Books)

Table 1

Results of the WJ IV Achievement Tests for Sample Doe

	Standard Score	Extremely Limited	Very Limited	Limited	Limited to Average	Average	Average to Advanced	Advanced	Very Advanced	Percentile Rank
Reading:										
Broad Reading	102					X				56
Basic Reading Skills	111						X			78
Reading Fluency	100					X				49
Written Language/Expression:										
Broad Written Language	108						X			70
Written Expression	106					X				66
Math:										
Broad Math	106						X			66
Math Calculation Skills	99					X				47
Cross-Domain Clusters:										
Academic Skills	112							X		79
Academic Fluency	93				X					32
Academic Applications	117							X		87
Broad Achievement	106					X				65

Note:

A **Standard Score** has a mean or average score of 100.

Percentile Rank is a number that reflects a relative standing of your child amongst their same-grade peers. If your child's percentile rank is 65, for example, in a room of 100 students in the same grade, your child would have outperformed 65 of those 100 students.

Table 2

Individual Subtest Scores from the WJ IV Achievement Tests for Sample Doe

CLUSTER/Test	W	GE	RPI	SS (90% Band)
READING	513	7.2	98/90	115 (109-121)
Letter-Word Identification	518	7.6	99/90	115 (109-122)
Passage Comprehension	508	6.9	97/90	111 (102-120)
BROAD READING	500	4.9	92/90	102 (96-109)
Letter-Word Identification	518	7.6	99/90	115 (109-122)
Passage Comprehension	508	6.9	97/90	111 (102-120)
Sentence Reading Fluency	475	3.4	44/90	91 (83-99)
BASIC READING SKILLS	508	6.8	97/90	111 (105-117)
Letter-Word Identification	518	7.6	99/90	115 (109-122)
Word Attack	499	5.5	93/90	104 (94-113)
READING FLUENCY	496	4.5	89/90	100 (93-106)
Oral Reading	518	10.5	99/90	120 (111-128)
Sentence Reading Fluency	475	3.4	44/90	91 (83-99)
MATHEMATICS	513	7.0	98/90	116 (110-122)
Applied Problems	521	11.0	99/90	122 (114-131)
Calculation	506	5.7	97/90	109 (101-117)
BROAD MATHEMATICS	504	5.3	95/90	106 (100-112)
Applied Problems	521	11.0	99/90	122 (114-131)
Calculation	506	5.7	97/90	109 (101-117)
Math Facts Fluency	486	3.6	66/90	92 (83-100)
MATH CALCULATION SKILLS	496	4.5	88/90	99 (93-105)
Calculation	506	5.7	97/90	109 (101-117)
Math Facts Fluency	486	3.6	66/90	92 (83-100)
WRITTEN LANGUAGE	506	5.9	96/90	109 (103-115)
Spelling	508	5.7	97/90	108 (102-114)
Writing Samples	503	6.2	95/90	106 (99-114)
BROAD WRITTEN LANGUAGE	504	5.6	95/90	108 (102-114)
Spelling	508	5.7	97/90	108 (102-114)
Writing Samples	503	6.2	95/90	106 (99-114)

CLUSTER/Test	W	GE	RPI	SS (90% Band)
Sentence Writing Fluency	501	5.0	92/90	103 (93-113)
WRITTEN EXPRESSION	502	5.6	94/90	106 (99-113)
Writing Samples	503	6.2	95/90	106 (99-114)
Sentence Writing Fluency	501	5.0	92/90	103 (93-113)
ACADEMIC SKILLS	511	6.2	98/90	112 (108-117)
Letter-Word Identification	518	7.6	99/90	115 (109-122)
Spelling	508	5.7	97/90	108 (102-114)
Calculation	506	5.7	97/90	109 (101-117)
ACADEMIC FLUENCY	487	3.7	72/90	93 (87-98)
Sentence Reading Fluency	475	3.4	44/90	91 (83-99)
Math Facts Fluency	486	3.6	66/90	92 (83-100)
Sentence Writing Fluency	501	5.0	92/90	103 (93-113)
ACADEMIC APPLICATIONS	511	7.6	98/90	117 (111-123)
Applied Problems	521	11.0	99/90	122 (114-131)
Passage Comprehension	508	6.9	97/90	111 (102-120)
Writing Samples	503	6.2	95/90	106 (99-114)
BRIEF ACHIEVEMENT	516	7.3	98/90	117 (112-122)
Letter-Word Identification	518	7.6	99/90	115 (109-122)
Applied Problems	521	11.0	99/90	122 (114-131)
Spelling	508	5.7	97/90	108 (102-114)
BROAD ACHIEVEMENT	503	5.2	94/90	106 (102-110)
Letter-Word Identification	518	7.6	99/90	115 (109-122)
Applied Problems	521	11.0	99/90	122 (114-131)
Spelling	508	5.7	97/90	108 (102-114)
Passage Comprehension	508	6.9	97/90	111 (102-120)
Calculation	506	5.7	97/90	109 (101-117)
Writing Samples	503	6.2	95/90	106 (99-114)
Sentence Reading Fluency	475	3.4	44/90	91 (83-99)
Math Facts Fluency	486	3.6	66/90	92 (83-100)
Sentence Writing Fluency	501	5.0	92/90	103 (93-113)

| VARIATIONS | STANDARD SCORES | | | DISCREPANCY | | Interpretation at |
	Actual	Predicted	Difference	PR	SD	+ or - 1.50 SD (SEE)
Intra-Achievement [Extended] Variations						
BASIC READING SKILLS	111	111	0	51	+0.02	--
READING FLUENCY	100	110	-10	15	-1.06	--
MATH CALCULATION SKILLS	99	111	-12	12	-1.19	--
WRITTEN EXPRESSION	106	110	-4	36	-0.35	--
Letter-Word Identification	115	111	4	69	+0.49	--
Applied Problems	122	110	12	89	+1.21	--
Spelling	108	112	-4	35	-0.38	--
Passage Comprehension	111	111	0	49	-0.03	--
Calculation	109	111	-2	45	-0.13	--
Writing Samples	106	108	-2	46	-0.11	--
Word Attack	104	109	-5	31	-0.49	--
Oral Reading	120	109	11	82	+0.90	--
Sentence Reading Fluency	91	110	-19	4	-1.77	Weakness
Math Facts Fluency	92	109	-17	7	-1.47	--
Sentence Writing Fluency	103	110	-7	28	-0.58	--

| VARIATIONS | STANDARD SCORES | | | DISCREPANCY | | Interpretation at |
	Actual	Predicted	Difference	PR	SD	+ or - 1.50 SD (SEE)
Academic Skills/Academic Fluency/Academic Applications [Extended] Variations						
ACADEMIC SKILLS	112	105	7	86	+1.07	--
ACADEMIC FLUENCY	93	111	-18	3	-1.88	Weakness
ACADEMIC APPLICATIONS	117	102	15	94	+1.57	Strength