PSYCHOLOGICAL SERVICES
ABC PUBLIC SCHOOLS
Privileged and Confidential Report

Culturally and Linguistically Appropriate Psychoeducational Evaluation

Name of student: Karina Mae	Date of birth: 11/14/2011
Chronological age: 6-4	Grade: First
School: ABC Elementary School	Referral Type: Initial
Parent: Ms. Mae	Program: General Education
Address: Busy Bee Street	Related Services: n/a
ABC, NY 1111	ELL: Yes
Home Language: Spanish	Examiner: Jadwiga Cutrone, NCSP
Languages used during assessment: English & Spanish	Date of evaluation: 03/23/2018

REASON FOR REFERRAL

Mae is a 6-year, 4-month old youngster attending ABC Elementary School in ABC, NY. Mae was referred for an initial evaluation to the Committee on Special Education (CSE) by her school team. According to the Request for Referral document dated 1/29/2018, Mae is making minimal progress in reading, writing and math. She entered first grade reading on a level "Pre-A" and has not made progress in her reading skills. Mae does not recognize numbers 1-10 and does not know basic letters and letter sounds. In addition, Mae is currently identified as an English Language Learner and receives ENL supports at school. Present results will be used to assess Mae's language skills in English and Spanish, as well as her cognitive abilities, academic achievement, and social-emotional functioning. Results will also be utilized to determine Mae's educational needs and eligibility for special education services.

EVALUATION PROCEDURES AND TESTS ADMINISTERED
Wechsler Preschool and Primary Scale of Intelligence Fourth Edition (WPPSI-IV)
Woodcock-Johnson IV Tests of Achievement (WJ-IV ACH) Form A (selected subtests)
Woodcock-Munoz Language Survey III – Spanish (Identificacion de letras y palabras subtest)
Language samples in English and Spanish
Understanding Spoken Paragraphs-English and Spanish
Parent Interview (Social History)
Student Interview
Review of Records
Behavioral Observations

RELEVANT BACKGROUND INFORMATION

Birth/developmental history and present health status:
Ms. Mae, Mae's mother, was interviewed to obtain background information and developmental history. Accordingly, Mae was the product of a full-term, unremarkable pregnancy and was born via vaginal delivery, weighing 7 lbs. In terms of developmental milestones, Mae exhibited a delay with walking and did not begin to walk until she was three years old. In terms of language

skills, Mae spoke in single words at 8 months and spoke in sentences at one and a half years of age. Mae was toilet trained at the age of three and half. At the present time, Mae is in good general health. She does not present with allergies, asthma or major medical conditions. There is no history of hospitalization or surgery. Mae does not currently take medication.

Immigration experience and present housing accommodations:
Mae was born in El Salvador and immigrated to the United States with her mother in December of 2016. Mae resides with her mother, as well as her aunt Sue and cousin Jake (age 9). She gets along well with her cousin and does not exhibit any behavioral or emotional problems at home.

School experience:
Mae did not attend preschool and did not receive formal instruction in Spanish. She began formal schooling last school year (2016-2017) and attended a general education kindergarten class at ABC Elementary School. Mae did not previously receive special education services and did not repeat any grades. Mae is currently in first grade and receives two periods of ENL support per day. According to results from the NYSESLAT administered in Spring 2017, Mae performed at the Emerging level, indicating that she has not attained English language proficiency and continues to be eligible for ENL supports.

Language use:
According to the information provided by Ms. Mae, Spanish is Mae's native language and the language she was initially exposed to from birth. At the present time, Spanish and English are both spoken at home. Specifically, Mae communicates with her mother in Spanish, while she communicates in English and Spanish with her aunt and cousin. When asked about Mae's language preference, Ms. Mae noted that Mae prefers to speak in both languages.

Parent concerns:
Ms. Mae reported that Mae does not retain information and has difficulty with reading, writing and math.

BEHAVIORAL OBSERVATIONS

Mae presents as an energetic and animated youngster with a friendly and socially engaging disposition. Mae willingly accompanied the examiner into the testing room and participated in the evaluation process. Rapport quickly and easily established as Mae exhibited spontaneous speech, shared information about her experiences, and was highly motivated to engage in tasks. Mae was dressed in casual attire and demonstrated good hygiene and a kempt appearance. She appears average in height and weight and looks her stated age. Mae is right hand dominant. She wears glasses and utilized them throughout the session.

In addition, in terms of language skills, Mae was able to understand and answer basic interpersonal questions in English and Spanish. She was able to follow one-step directions. Mae's speech was clear and coherent. She communicated using simple sentences. Prompts were offered at times to encourage Mae to elaborate on her remarks and offer more information. Mae was able to maintain eye contact when speaking, ask questions and share information.

Moreover, Mae was periodically distracted but was able to be refocused with minimal intervention. She exhibited a typical level of activity but was fidgety at times. Mae demonstrated

a good tolerance for frustration and impulse control. She attempted all tasks and did not give up easily as the test items increased in difficulty. Mae responded positively to praise and encouragement. Overall, as Mae attempted all tasks, the present results are considered to be a valid and reliable measure of her current functioning.

TEST RESULTS

The present evaluation was conducted in English and Spanish. Informal procedures were used to assess language proficiency and formal tests were used to assess cognitive and academic functioning. Consistent with regulations for the assessment of English Language Learners, and since the formal instruments are not culturally free, only the range of functioning rather than actual scores are presented. The qualitative descriptors of Mae's functioning are considered better indicators of her performance than individual test scores, which are not valid due to the limitations in the norms as appropriate for this bilingual population.

Language skills in English and Spanish

Information from informal language samples and observations

Mae was able to understand and answer basic interpersonal questions such as, "WH" questions (who, what, where), as well as Yes/No questions in English and Spanish. When questions were posed in Spanish, Mae would spontaneously answer in English unless prompted to respond in Spanish. Although Mae reported that she likes to speak in both languages, her English language skills appear more developed. Specifically, Mae's verbal responses were more fluid in English. When prompted to speak in Spanish, Mae would code-switch or begin speaking in Spanish and then transition to English. Moreover, Mae's speech was clear and coherent in English and Spanish. She speaks in English without a trace of a Spanish accent.

      Moreover, Mae was administered the Understanding of Spoken Paragraphs task to further assess her receptive language skills in English and Spanish. Her performance was comparable in English and Spanish. Mae was able to understand the main idea in each story but had difficulty recalling specific details (character names). During the Spanish task, Mae spontaneously answered all question in English. She was able to mentally translate what she heard and then offer information in English. Overall, Mae's language skills are more developed in English at this time.

Cognitive abilities

Mae's cognitive abilities were assessed through administration of the core battery of subtests from the Wechsler Preschool Primary Scale of Intelligence, Fourth Edition (WPPSI-IV). The WPPSI-IV is an individually administered clinical instrument designed to measure the cognitive ability of children aged 2 years 6 months through 7 years 7 months. It is comprised of a variety of tasks including working with blocks, assembling puzzles, defining words/concepts, and interpreting and scanning visual images. This updated edition provides subtest and composite scores that represent intellectual functioning in specific cognitive domains, as well as a composite score that represents general intellectual ability (Full Scale IQ). It is important to note that an individual's scores on the WPPSI-IV can be influenced by motivation, attention, interests,

and opportunities for learning. All scores may be slightly higher or lower if Mae was tested again on a different day. Thus, results should be viewed as a snapshot of Mae's current level of intellectual development. As mentioned above, results are presented in a qualitative manner due limitations in the norms as appropriate for English Language Learners (ELLs).

With a chronological age of 6-years, 4-months, Mae's overall level of intellectual functioning, as reflected by the Full Scale Intelligence Quotient (FSIQ), falls within the Average to the Low Average range. Describing Mae's domain-specific performance allows for a more thorough understanding of her cognitive functioning in distinct areas, as well as her strengths and weaknesses.

The Verbal Comprehension Scale is comprised of subtests that measure a child's ability to acquire, retain, and retrieve general factual knowledge, verbal concept formation/word knowledge and abstract reasoning. These tasks have high language demands as all questions are presented verbally and the examinee is required to respond with words. Given Mae's bilingual skills in English and Spanish, Mae was instructed that she can answer questions in either language. Overall, Mae's performance on the Verbal Comprehension Scale fell in the Average range. Mae's performance was comparable on the two subtests within the VCI. Specifically, on the *Information* subtest, Mae was asked to answer questions assessing factual information. She was able to provide responses to numerous questions and performed within age expectancy. On the *Similarities* subtest, Mae was able to identify similarities between common objects and concepts. She began to have difficulty as the concepts became more abstract. Overall, her verbal reasoning and knowledge of words is typical compared to peers her age.

Fluid reasoning is the ability to think flexibly and solve novel problems that cannot be performed automatically. The Fluid Reasoning subtests measure fluid intelligence, broad visual intelligence, inductive reasoning, conceptual thinking, spatial ability, and perceptual organization, among other skills. These tasks are language-reduced and do not require a verbal response from the child. Mae's performance fell in the Low Average range; however, her performance was variable across the two subtests. On the *Matrix Reasoning* subtest, Mae was asked to look at an incomplete matrix and select the missing portion from five response options. She performed in below average range. Mae was able to accurately analyze the initial matrices but had difficulty as the matrices increased in complexity. She had difficulty attending to details and analyzing patterns. On the *Picture Concepts* subtest, Mae was presented with two or three rows of easily identifiable pictures and asked to choose one picture from each row to form a group with a common characteristic. The task invokes verbal concepts, but does not require verbal responses. Mae performed in the average range, indicating adequate non-verbal categorical reasoning skills.

The Visual Spatial Scale measures the ability to analyze and synthesize abstract visual stimuli, as well as to integrate and synthesize part-whole relationships. These tasks involve nonverbal concept and reasoning, broad visual intelligence, visual perception and organization, visual-motor coordination, and the ability to separate figure-ground in visual stimuli, among other skills. These tasks are also language-reduced and do not require verbal responses. Mae's performance on the Visual Spatial Scale fell in the Average range. On the *Block Design* subtest, Mae was able to replicate designs with two-color blocks. She had difficulty as the items increased in complexity. On the *Object Assembly* subtest, Mae performed in the average range and was able to assemble puzzle pieces. She showed great motivation and perseverance on this task and did not give up as the items increased in difficulty. Overall, Mae's visual-spatial skills are typical for a child her age.

Working memory is one of the most important processes in learning. The Working Memory Index (WMI) measured Mae's ability to register, maintain, and manipulate visual and auditory information in conscious awareness, which requires attention and concentration, as well as visual and auditory discrimination. Mae performed in the Average range in this area, revealing that her working memory ability is considered typical compared to peers her age. Mae's performance was variable on the two subtests. On the *Picture Memory* subtest, Mae was asked to look at one or more pictures on a stimulus page and then select the pictures from several options on a response page. She performed in the below average range and was inconsistently able to recall and identify previously seen images displayed with distractor images. Mae had difficulty as the number of target images and distractor images increased. On the Zoo Locations subtest, Mae was asked to attend to and memorize the location of animal cards on a map and then place the animal cards in the correct location. Mae performed higher and showed average recall of pictures and locations of animal cards (Zoo Locations subtest). Her variable performance indicates that Mae may attend more easily to information during interactive tasks, or when information is supplemented by spatial cues. Mae may also benefit from repetition of new concepts, as well as memory strategies (chunking, rehearsal).

Processing speed refers to how quickly one can perform cognitive tasks. In the classroom setting, processing speed may impact a student's ablty to work quickly and efficiently, complete assignments or tests on time, and scan and quickly determine important information on a page. The subtests within the Processing Speed Index are timed and speed of task completion as well as accuracy of answers is evaluated. Mae was asked to scan pictures and mark target pictures with an ink dauber. Mae's overall performance in this area fell in the Average range. On the Bug Search (BS) subtest, Mae was asked to mark pictures of bugs in a search group that matched the target bug. The Cancellation (CA) subtest required Mae to mark target objects in a random and structured array. Mae performed similarly on both subtests and her ability to quickly and efficiently complete visual tasks under time constraints is typical for a child her age.

Academic Skills

Mae's academic skills were assessed through the administration of selected subtests from the Woodcock-Johnson IV Tests of Achievement (WJ-IV ACH) Form A. The WJ-IV ACH is a standardized, individually administered clinical instrument which measures the achievement of students in grades Prekindergarten through 12th grade. Areas of achievement assessed include reading, mathematics, and written expression. Standard scores are calculated for each administered subtest. Scores range from 0 to over 200, and scores between 90 -110 are considered average.

Reading Skills
Mae's overall reading skills, as reflected by her obtained Reading Cluster score, fall in the Low range and below age expectancy. On the Letter-Word Identification task, Mae was asked to identify letters and common sight words. Mae was able to name letters of the alphabet and identified several of the initial words accurately. Nonetheless, Mae was unable to automatically recognize words she is expected to know and had difficulty applying phoneme-grapheme relationships to read words. Her performance fell in the Low Average range, indicating low sight-word recognition skills.

Furthermore, Mae's decoding skills and phonemic awareness were assessed by the Word Attack task in which she had to identify letter sounds and read from a list of nonsense words. She was able to produce letter sounds when presented with letters and letter groups. Although Mae's performance fell in the Average range, she had significant difficulty applying decoding strategies to decode unknown words. Mae was able to produce the initial sounds of words but was unable to identify medial sounds and did not blend sounds proficiently.

Mae was also administered the Passage Comprehension task which involves two types of items, (a) a multi-choice format which requires the child to point to a picture represented by a phrase (e.g., reading the words "red table" and pointing to the correct picture), and (b) reading short passages and identifying a missing key word that makes sense in the context of the passage (a cloze approach to reading comprehension assessment). Accordingly, Mae performed well on the picture-word matching items. She had difficulty reading sentences with picture cues and would produce random words while attempting to read each sentence. Thus, Mae was unable to apply syntactic and semantic cues to process text and supply a missing word that would make sense. Mae's performance fell in the Low Average range and below age expectancy.

To assess Mae's word reading skills in Spanish, the *Identificación de letras y palabras* subtest *(Letter-Word Identification)* was administered and interpreted qualitatively. Mae was able to point to letters named by the examiner. She was unable to recite the alphabet in Spanish. In addition, although Mae was able to point to high frequency words named by the examiner, she was unable to read any words in Spanish independently.

Results are consistent with the information supplied in the Request for Referral document which indicates that Mae is performing below grade level in reading. She cannot consistently follow a pattern, recognize sight words or letters/letter sounds. In addition, data from Response to Intervention (RTI) indicates that Mae is independently reading on level A, while her expected reading level should be F/G. Mae struggles with letter/sound recognition and is unable to recognize simple sight words. Due to her struggle with letter/sound recognition, Mae is unable to decode simple two-letter words. Overall, present results and academic reports reveal that Mae presents with delays in sight word recognition, word decoding, and reading comprehension.

Writing Skills

Mae is right hand dominant. Her writing is characterized by good letter formation. During the evaluation, Mae was able to write her first name but had difficulty writing her last name. Her letter formation is typically good but inconsistent at times. Mae's writing skills, as reflected by the Written Language Cluster score, fall in the Average range. On the Spelling subtest, although Mae's performance fell in the Average range, a qualitative analysis of her responses reveals that she has significant difficulty in the ability to translate the sounds of orally presented/spoken words into written words. Mae was able to write individual letters upon request but had difficulty spelling common words she is expected to know.

Moreover, on the Writing Samples task, Mae performed in the Average range. She was able to write her first name and attempted to write one or two word responses to complete sentence stems. Nonetheless, Mae had difficulty writing target words. She had difficulty composing a basic sentence in response to a verbal prompt and a picture of a boy rollerblading. Mae's response consisted of the following, "I am ruia saem."). Thus, Mae has difficulty expressing her thoughts in writing. She strings letters when attempting to write words. Results are consistent with the Referral document which also states that Mae's weaknesses in

letter/sound knowledge impacts her writing. Mae strings letters together to spell words. Overall, Mae presents with delays in spelling and written expression skills.

Math Skills
Mae's overall math skills, as reflected by the Mathematics Cluster score, fall in the Low Average range. Mae performed in the Low Average range on the Calculation subtest. She had difficulty adding and subtracting single-digit items. Moreover, Mae's knowledge and application of math concepts and vocabulary was also assessed using the Applied Problems subtest. She performed in the Low range, revealing weaknesses in math problem-solving skills. This was her lowest area of performance on the achievement test, indicating significant weaknesses in comparison to her other academic skills. Mae was able to identify quantities. She had difficulty applying addition and subtraction facts to solve one-step word problems that were presented verbally and supplemented with pictures. According to the Request for Referral document, Mae tends to receive 30-40/100 on math tests in the classroom. She cannot recognize numbers 1-20, cannot count in sequence, cannot add or subtract basic facts. Overall, Mae demonstrates delays in math computation and math problem-solving skills.

Social-Emotional Functioning

Behavioral observations, a clinical student interview, parent interview, as well as a school records were used to assess Mae's social, behavioral and emotional functioning. Mae presents as a friendly, cooperative and respectful youngster with a pleasant disposition. Mae quickly warmed up to the examiner and exhibited good social skills. According to Request for Referral document, Mae is very social and sweet. She is a bit shy but gets along well with her classmates. Mae is eager to learn and kind to her teachers. Mae does not demonstrate any social or behavioral concerns.

According to self-report, Mae has friends in the classroom and has a positive attitude toward school. Her favorite subject is science and she did not identify a least-favorite subject or what she finds challenging. In her free time, Mae enjoys playing with her cousin, watching television, and watching videos or playing games on her tablet. Moreover, Ms. Mae noted that Mae gets along well with her cousin at home. Overall, Mae presents as a happy young girl who is inquisitive about her environment. She gets along well with her peers and is respectful towards adults and teachers.

SUMMARY

Mae is a 6-year, 4-month old youngster attending ABC Elementary School in ABC, NY. Mae was referred for an initial evaluation to the Committee on Special Education (CSE) by her school team due to academic delays and lack of progress. Mae is an English Language Learner (ELL) and receives ENL supports. Spanish and English are both spoken at home. Informal assessments of language skills indicate that Mae's language skills are more developed in English at this time.

Cognitive test results using the WPPSI-IV reveal that Mae's overall level of cognitive development falls between the Average to the Low Average range. Mae performed in the Average range in the areas of verbal comprehension, visual-spatial skills, working memory and processing speed. She performed in the Low Average range in the area of Fluid Reasoning.

Mae, Karina

Academically, results from the Woodcock-Johnson IV Tests of Achievement (WJ-IV ACH) Form A, reveal that Mae presents with delays in sight-word recognition and reading comprehension. She has difficulty and is unable to decode unknown words. Mae's difficulty with letter and letter-sound relationships impacts her ability to spell words. She tends to string letters to form words. In the area of math, Mae presents with delays in math computation skills and math problem-solving skills.

Social and emotional assessment indicates that Mae has good social skills and gets along with peers. She does not exhibit any behavioral, social or emotional problems at this time.

RECOMMENDATIONS

Recommendations for educational placement will be discussed by the multidisciplinary team during the Committee on Special Education (CSE) meeting.

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Jadwiga Cutrone, NCSP   Date
Nationally Certified School Psychologist
New York State Certified Bilingual School Psychologist

Mae, Karina

ADDENDUM

Test Results
Wechsler Preschool and Primary Scale of Intelligence-4th Edition

131 and above: Very Superior   121 to 130: Superior   111 to 120: High Average
90 to 110: Average   80 to 89: Low Average   70 to 79: Borderline

Index Standard Scores: Mean=100, Standard Deviation= 15

Scale	Standard Score Description
Verbal Comprehension (VCI)	Average
Visual Spatial (VSI)	Average
Fluid Reasoning (FRI)	Low Average
Working Memory (WMI)	Average
Processing Speed (PSI)	Average
Full Scale (FSIQ)	Average - Low Average

Subtest Scaled Scores: Mean=10, Standard Deviation= 3

Index	Subtest 1	Scaled Score Description	Subtest 2	Scaled Score Description
VCI	Information	Average	Similarities	Average
VSI	Block Design	Average	Object Assembly	Average
FRI	Matrix Reasoning	Below Average	Picture Concepts	Average
WMI	Picture Memory	Below Average	Zoo Locations	Average
PSI	Bug Search	Average	Cancellation	Average

Woodcock-Johnson IV Tests of Achievement (WJ-IV ACH) Form A (selected subtests)
Standard Scores: Mean=100, Standard Deviation= 15; Norms based on age
Standard Score Range and WJIII Classification
131 and above: Very Superior   121 to 130: Superior   111 to 120: High Average
90 to 110: Average   89 to 80: Low Average   70 to 79: Low   69 and below: Very Low

Composite/Subtest	Descriptive Category
Brief Achievement	Low Average
Reading Cluster	Low Average
Basic Reading Skills Cluster	Low Average
Letter & Word Identification	Low Average
Word Attack	Average
Passage Comprehension	Low Average
Mathematics Cluster	Low Average
Calculation	Low Average
Applied Problems	Low
Written Language Cluster	Average
Writing Samples	Average
Spelling	Average