

SPED 515
Artifact Rubric for Assessment Project

Name: Jimmy Swamy

Date: 12/08/10

<p>Informal Assessment (2)</p> <ul style="list-style-type: none"> ● Describe 2 informal assessments ✓ ● Discuss the strengths and weaknesses of each ✓ 	<p style="text-align: center;">20 points</p> <p>score: <u>20</u></p>	<p style="text-align: center;"><u>Comments:</u></p> <p>Sandwich Chart Dollars and Cents</p>
<p>Formal Assessment (2)</p> <ul style="list-style-type: none"> ● norm referenced ✓ ● curriculum referenced ✓ ● Publication Information ✓ ○ Purpose of Instrument ✓ ○ Psychometric Properties ✓ ○ Administration of Instrument ✓ ○ Strengths and limitations ✓ 	<p style="text-align: center;">30 points</p> <p>score: <u>30</u></p>	<p>W J III Carolina</p>
<p>Case Study Information</p> <ul style="list-style-type: none"> ● age, gender, family history ✓ ● significant medical information ✓ ● referral concerns ✓ ● assessments administered with 	<p style="text-align: center;">20 points</p> <p style="text-align: center;">15</p>	<p>Case study needs more specific medical and developmental history</p>

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Special Education
515
Assessment Project

By: Tammy Swaney

Becky Moon

- 16 year old Female
- Delightful and Fun
- Limited Oral Language
- Special Services Include: Occupational Therapy, Physical Therapy, Speech and Language

Becky's Educational Program

Growth Opportunities Program

- Academics
- Special Skills Investment
- Job Coach in Community

IE English Class

(IE: Intensive Education designed for students with the moderate to severe disabilities)

Regular Education Inclusion

- Physical Education
- Art

One-to-One Assistant

Informal Assessment Sandwich Chart



Informal Assessment 2

Dollars and Cents



Informal Assessment

Dollars and Cents

Strengths of Assessment

- Assesses identification of bills and coins
- Assesses ordering combination of bills and coins

Standardization of Norm Sampling

- Ages 9 to 80+
- Norm Sampling 0,610 Individuals
- 100 geographically diverse U.S. Communities

Norm Sampling Consisted of

- Census region
- Community Size
- Sex
- Race
- Type of School
- Type of college/university
- Education of adults
- Occupational status of adults
- Occupation of Adults in the labor force

(Mather, Nancy and Woodcock, Richard W.)

Uses of the WJ III Tests of Achievement

- Diagnosis
- Determination of Discrepancies
- Educational Programming Decisions
- Developing Individual Education Program

Formal Assessment
Woodcock Johnson III Tests of Achievement

Standard Test Book

- 1 Letter-Word Identification
- 2 Reading Fluency
- 3 Story Recall
- 4 Understanding Directions
- 5 Calculation
- 6 Math Fluency
- 7 Spelling
- 8 Writing Fluency
- 9 Passage Comprehension
- 10 Applied Problems
- 11 Writing Samples
Handwriting
Writing Evaluation Scale
- 12 Story Recall- Delayed

Extended Test Book

- 13 Word Attack
- 14 Picture Vocabulary
- 15 Oral Comprehension
- 16 Editing
- 17 Reading Vocabulary
- 18 Quantitative Concepts
- 19 Academic Knowledge
- 20 Spelling of Sounds
- 21 Sound Awareness
- 22 Punctuation and Capitalization

Administering the WJ III ACH

- Extensive training for Qualified Examiner
Training book includes:
 - *Practice Exercises for Novice Examiner
 - *WJ III General Test Observation Checklist
- Each subtest takes approximately 5 minutes to administer

Becky Moon's Scores and Profile

- Refer to the to Handouts
- Compuscore Version 1.1b Score Report
 1. Summary (page 3)
 2. GE-Grade Equivalent (pages 4 and 5)
 3. AE- Age Equivalent (pages 6 and 7)

Becky Moon's Profiles

- | | |
|---|---|
| Refer to Handouts for : | Refer to Handouts for : |
| ■ GE Standard Score and
Percentile Rank
(pages 8 and 9) | ■ AE Relative Proficiency
Index
(pages 12 and 13) |

Limitations of the WJ III ACH

- Extensive Training to be considered a Qualified Examiner
- Different rules for the determination of basal and ceiling for subtests.
Example: Some subtests had a basal and ceiling of 6 while others had a total of 4
- Multiple Resources needed to firmly understand scoring
- Problem with 21 items test
Example: Spoken versus / object

Formal Assessment 2
*The Carolina Curriculum for Preschoolers with
Special Needs*



The Carolina Curriculum for Preschoolers with Special Needs

Domains Assessed

- Cognition
 - Communication
 - Social Adaptation
 - Fine Motor
 - Gross Motor
-
- More than 400 Curricular items
 - Assessment is divided into 22 logical domains

The Carolina Curriculum for Preschoolers with Special needs

Strengths

- Natural environment
- Easy to use
- Individual is able to interact with familiar people
- Input is gathered from Parents and Co-teachers
- Several Examiners can evaluate the child at the same time

Educational Education

What is this title?

Becky Moon

November 3, 2010

DOB 11/11/1994

Evaluator: Tammy Sweeney

Becky is a 16 year old girl in her second year at Toll Gate High School in the Growth Opportunities Program. She currently participates in an Intensive Education English class, and in regular education inclusion physical education and art classes. She has a one-to-one assistant and receives occupational, physical, and speech and language therapy. Through the Growth Opportunities Program, she participates in the duties and responsibilities of the school store and also explores careers within the community through its job coaching piece of the curriculum. Becky has a diagnosis of Adjustment Disorder with Mixed Disturbance of Emotions and

Behavioral Observations and Assessments

Becky was Administered the Woodcock Johnson III Tests of Achievement (WJ III ACH) Standard Achievement Book by a familiar person. She was also accompanied by her one-to-one assistant. The assistant was only present. She did not alter the test in any fashion. When Becky was asked to participate in the testing, she was agreeable and exhibited no signs of anxiety. Becky generally seemed very relaxed throughout the assessment. She appeared to apply her best effort. At times, she exhibited acknowledgement of wrong answers or questions she was not able to answer; however, she remained in control and moved on to the next problem. When Becky would refer to her assistant for help, the assistant replied, "Tell Ms. Sweeney what you think the answer is". The test was only administered when Becky was exhibiting positive behaviors within the classroom and appeared to be at her best.

This assessment allowed the examiner to evaluate sentence structure, organization, capitalization, punctuation, memory recall, and generation of ideas. The second assessment was titled *Dollars and Cents*. This assessment allowed the Examiner to investigate Becky's ability to identify money values (quarters, one and five dollar bills), add combinations of bills and quarters, and demonstrate understanding of greater than, less than, and equal to.

Reading

Becky was administered three subtests of the WJ III ACH to determine her overall reading achievement when compared to peers at her age and grade level. The three subtests administered were: *Letter Word identification; Reading Fluency; and Comprehension*. Becky's performance was very low on all three tests. In the test cluster Broad Reading, she received a standard score of 41. With a standard score 58, the test revealed Becky's Reading strength lies in the area of

but there are some preschool receptive language skills that she is still working towards achieving. In addition, the assessment found that Becky's expressive language skills are an area of concern for Becky. The Carolina Curriculum for Preschoolers with Special Needs revealed that Becky's achieved expressive language development is in the age range of preschoolers 24-30 months. Her expressive language skills are not developed in the 30-42 month old areas of development, but her expressive language is developing in the areas of a 42-48 months old. Although the test also revealed that Becky is not able to do many of the expressive language skills of 42 to 60 month old preschoolers.

Written Language

Becky was administered three subtests of the WJ III ACH to determine her overall written language achievement when compared to peers at her age and grade level. The three subtests

Math

Becky was administered three subtests to determine her overall mathematic achievement when compared to peers at her age and grade level. The three subtests were *Math Calculation Skills*, *Math Fluency*, and *Math Reasoning*. Although Becky's performance was very low on all three tests, she was able to recognize the addition and subtraction signs readily and change her mind set which in turn allowed her to solve single digit with single digit addition and subtraction problems correctly. The test also found that she was able to tell time to the hour. The test did not provide Becky with an opportunity to demonstrate her ability to tell time except on the hour. Becky's performance was very low on all three tests. In the test cluster Broad Math, she received a standard score of 28. The test revealed her instructional math level to be between the grades of 1.0 and 2.2. Further exploration of Becky's knowledge and skills of money concepts was done through an informal assessment titled *Dollars and Cents*. The assessment revealed that Becky

Becky is able to follow short one step directions. To increase her reading knowledge and skills she should be encouraged to decode vocabulary words using her existing phonics skills and building upon them. In addition, it is recommended that modeling, word repeating, and labeling (sight words) be used to increase her reading skills and word knowledge. With regard to Becky's math skills and knowledge, it was observed that throughout the *Applied Problems* subtest of the WJ III ACH, she touched many of the pictures when solving the problems. Becky is tactile learner in the classroom. This learning style was apparent when she interacted with the pictures. She gains information through tactile stimulation which allows her to understand and perform best. To increase her written expression abilities it is recommended that visual organizers are used along with prompts and modeling. In summary modeling, visuals, repetition, and tactile learning opportunities will benefit Becky's knowledge and skills in reading, oral language, written language, and math. Lastly, Becky's overall instructional materials should be between

**The Strengths and Limitations of
Purposeful Formal and Informal Assessments
Support the Need for a Mix of Assessments
Tammy Sweeney**

Abstract

This paper explores two formal assessments and two informal assessments used to identify an individual's educational achievements, strengths, and weaknesses. To explore the strengths and limitations of each assessment, a 16 year old female with significant disabilities was asked to participate in the completion of all the assessments. The strengths and limitations of all four tests are primarily based on my research during her assessments; however, the strengths and limitations identified apply to all students. The first formal assessment used was the Woodcock Johnson III Tests of Achievement (WJ III ACH) Standard Book. The second formal assessment used was The Carolina Curriculum for Preschoolers with Special Needs (CCSPN). To further evaluate the student's achievements, strengths, and weaknesses, an informal assessment titled the Sandwich Chart was used evaluate a number of written expression achievements and an informal assessment titled Dollars and Cents was used to identify her mastery of a number of

The Strengths and Limitations of
Purposeful Formal and Informal Assessments
Support the Need for a Mix of Assessments

Norm Referenced Testing is a major tool used to determine an individual's achievements and intellectual weaknesses. When a person is suspected to have a learning disability, it is a norm referenced test that will qualify him/her for support services. However, the quick snap shot a norm referenced test provides of the students achievements, strengths and weaknesses needs to be paired with criterion referenced assessments, informal assessments, and observations to get a true understanding of the individual's strengths, weaknesses, learning styles and intellectual capabilities. This paper examines the purpose of two formal assessments and two informal assessments. In addition, it provides the strengths and limitations of each assessment.

included individuals ranging in age from 2 to 90 years, including college and university undergraduate and graduate students. The demographic and community characteristics closely match the general U.S. population” (Mc Grew and Woodcock 2001). The general characteristics of the norming sample were gathered from 8,818 subjects in over 100 geographically diverse U.S. communities (Mc Grew & Woodcock 2001).

The WJ III ACH Standard Test Book assesses the following areas of curricular. It assesses reading, oral language, mathematics, written language, academic knowledge, and supplemental curricular. The WJ III ACH Standard tests reveal an individual’s achievement in the fore stated curricular areas though a collection of subtests related to each area. Letter-Word Identification, Reading Fluency, and Passage Comprehension are all subtests related to reading. An individual’s oral language achievement would be comprised of his/her scores in the Story Recall test and Understanding Directions test. The subtests included in the math curricular

Quantitative Concepts-Concept, Quantitative Concepts-Number Series, Academic Knowledge Science, Academic Knowledge-Social Studies, Academic Knowledge Humanities, Spelling of Sounds, Sound Awareness-Rhyming, Sound Awareness-Deletion, Sound Awareness-Subtraction, Sound Awareness Reversal, and Punctuation and Capitalization (Mather 2001).

Each form, Form A or Form B cost approximately \$590.00. Each form includes Achievement Form A or B Standard and Extended Test Books, Examiner's Manual, Examiner's Training Workbook, Audio Recording, 25 Test Records and Subject Response Booklets, and WJ III NU Compuscore and Profiles Program [Windows and Macintosh], NU Technical. To assist examiners who frequently administer the test in various settings, there is a roll bag available to keep the contents of the test in an organized portable fashion for an additional cost of \$140.00 (Mather, N., Woodcock, R. W., &Mc Grew, Kevin, S. 2010).

The WJ III ACH is a norm referenced test that computes the following scores Age

100. The standard deviation is 15. The individual's score with relation to the mean score is a helpful in determining an individual's eligibility for special education and considering appropriate placement.

The Purpose of the WJ III ACH is to diagnose, determine discrepancies between achievement and ability, aid in educational programming decisions, develop Individual Educational Programs, and assess growth (Mather 2001). The test best meets these expectation when paired with criterion referenced assessments, informal assessments, and observations.

The WJ III ACH does feature many strengths for an examiner assessing an individual's achievements, strengths, and weaknesses; however, there are limitations of the assessment.

A limitation of WJ III ACH is the needed preparation a well trained examiner is asked to complete before considered a true examiner. A qualified examiner needs to thoroughly study the Examiner's Manual, Tests Books, Test Record, Subject Response Booklet, and the

examiner may feel a need to also read through the WJ III ACH Examiner Training Workbook to review and possess a full understanding of the rules for determining the basal and ceiling. It is important that the examiner fully understands each subtest rules before administering a subtests. A norm referenced test can be a grueling experience for many individuals; therefore, establishing a basal and a ceiling needs to be done efficiently.

Besides the fore mentioned limitations, I found that some of the examples provided in the WJ III ACH were bias. For Example, in the Applied Problems subtest there is a question that refers to lollipops as suckers. The question read, "If Maria ate one of these suckers, how many suckers would be left?" I feel that the student was not able to answer the question because the terminology confused her. To further elaborate on the bias of the test, I feel the test provided limited examples to the student's strength's; therefore her scores were not compromised. For instance, the student I assessed can tell time to the minute. The WJ III ACH did not allow her to

sections that do not address vocabulary or reading. For example, the question in the Applied Problems subtest should have provided the examiner the option of using lollipop or sucker.

Although the test does have its limitations it does have a number of strengths. The first strength of the WJ III ACH is that the first page of each section of the Test Book provides the examiner a quick overview of procedures for administering, scoring, and determining the basal and ceiling. In addition, it provides suggested starting points for the subtest. The next strength is that within the WJ III ACH norm sampling it included Canada. I feel this is a positive attribute of the reliability and validity of the test. Canada does share some similarities to our culture but it also has many differences. Including Canada benefits the norm sample by considering those who were not born in the U.S. and/or may be exposed to different cultural attributes in their homes. A third strength of the WJ III ACH is its organization and comprehensiveness. The problems within each of the subtests were arranged from easy to difficult. This allowed the individual to

Hacker. It was published in 2004 by Brook's publishing Co. It is a criterion reference designed to assess five developmental domains. All five domains: cognition, communication, social adaptation, fine motor, gross motor, are systematically assessed to allow an examiner to determine an individual's developmental age efficiently. After the examiner completes the assessment, the information collected is transferred to a grid which provides a visual representation of the individual's strengths and needs. The CCPSN is easy to use. It collects data of a child's performance on more than 400 discrete skills in 25 developmental subdomains (Johnson- Martin, N.M., Jens, K.G., Attemeier, S.M., & Hacker, B.J 2004). It can be used to provide global assessment of the child or can be used to assess a specific area of development.

The CCPSN is designed to accommodate the child. The examiner observes the child in his/her natural environment. The assessment allows familiar people; caregivers and parents, to interact with the child while the child interacts with his/her own toys, objects, and familiar

of multiple examples for each question would benefit the CCPSN. This would provide a clear definition of skills to identify during the assessment which would provide a more accurate account of the skills attained by the individual.

This Sandwich Chart is an informal assessment used to evaluate written expression. It provides a teacher or examiner an opportunity to assess a student's written expression achievements. The topic of this assessment also allowed the examiner to evaluate the individual's ability to recall events that were performed a day prior to the testing.

For this assessment the student was not provided any help writing her thoughts in complete sentences. The teacher prompted the class to write about what they did over the weekend. The student first needed to be able to recollect a place she visited over the weekend. The assessment revealed that the student was not able to independently write a complete sentence to expressively communicate that she went to Dunkin' Donuts over the weekend.

There are several strengths to Sandwich Chart as well as an apparent limitation. It is visually stimulating and promotes organization. It uses an element that is familiar to almost all individuals. It allows the examiner to assess grammatical structures and sentence conventions. It also allows the examiner to assess for sophistication of ideas. The only limitation of the assessment is it does not provide a more advanced writer enough space to incorporate additional details.

The final tool used to explore the individual's achievements during the evaluation process was an informal assessment titled Dollars and Cents. Dollars and Cents is a worksheet activity that instructs the student to look at a written amount of money and then calculate the money images to the right of it and determine if it is enough to purchase the item. It allows the examiner to evaluate if the student is able to read the written dollar amount, identify coin and dollar amounts (one, five, and quarter), add dollar amounts, combine dollars and coins, and

Discussion

There are multiple strengths to norm referenced tests. The most obvious is that they provide a quick account of the achievements, strengths, and weakness of an individual; however, they do not tell enough about an individual. If the true achievements of an individual are to be evaluated, it is imperative that a norm referenced test is only one of a variety of assessments used to evaluate an individual's achievements. Throughout this paper, the purposes of formal and informal assessments were described. Although each assessment has multiple strengths and meets many goals, each assessment possesses limitations.

The WJ III ACH proves to be helpful tool in diagnosing if a person has a disability. The scores of the WJ III ACH can be compared with the scores of the Woodcock Johnson Tests of Cognitive Abilities to determine if there are discrepancies in a person's achievements and abilities. This would be only one indicator of a disability. Furthermore, a significant strength of

environment while in the company of familiar faces. This assessment can also be performed by a number of educators and service providers at the same time. In addition, to those very important strengths, it also incorporates the input of the individual's parents and caregivers. This is the overall forte of the assessment. Communication is the key to increasing the achievements and diminishing the weaknesses of a child's abilities. The skills an individual develops are promoted by the involvement of the team that provides care and service to the individual.

In spite of how accommodating the CCPSN is to the person being assessed it has a noteworthy limitation. The test has parts with ambiguous wording. Examiners are not always able to understand the skill the assessment is asking him/her to identify. The CCPSN would gain efficiency if it included more examples of each skill. The examples would increase the accuracy of the results of the test.

At the same time that informal assessments help educators and service providers evaluate

starting point, but they do not allow an opportunity to evaluate the adaptation skills the person implements in his/her education and life nor do they demonstrate the person's learning style and life skills achievements. To fully understand an individual's achievements, strengths, and weaknesses, a good examiner evaluates the individual with a variety of assessment tools. A good examiner uses norm referenced tests, criterion referenced tests, multiple informal assessments, and performs multiple observations.

References

Johnson- Martin, N.M., Jens, K.G., Attermeier, S.M., & Hacker, B.J (2004). The Carolina Curricula: The Carolina Curriculum for Infants and Toddlers with Special Needs, Second Edition CCITSN). Retrieved from <http://www.brookespublishing.com/store/books/johnson-martin/carolina-samples.pdf>

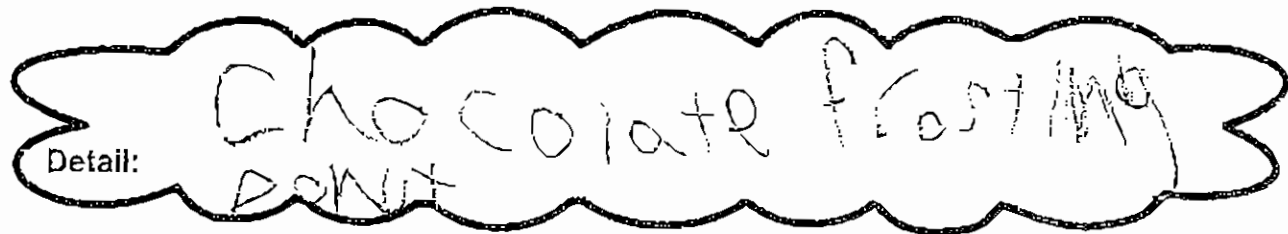
Mather, N., Woodcock, R.W., & Mc Grew, Kevin, S. (2010, November 24). General Format. Retrieved from <http://www.riversidepublishing.com/products/wjII/Achievement/details.html>

Mather, N., & Woodcock, R., W., (2001). Woodcock-Johnson III Tests of Achievement Examiner's Manual Standard and Extended Batteries. Itasca, IL: Riverside Publishing.

McGrew, K., & Woodcock, R., W., (2001). Woodcock-Johnson III Tests of

Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.

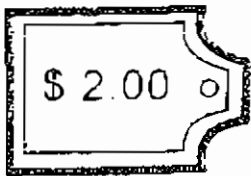


Dollars & Cents



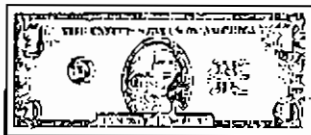
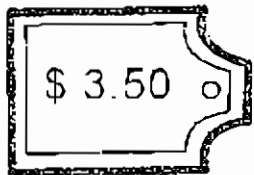
Name _____

Compare the price tag to the money in each box. Is the money "Not Enough," "Just Right" or "More Than Enough"? Circle your answers.



Not Enough

Enough



Not Enough

Enough

Test 2 Reading Fluency

Sample Items

- A. A cow is an animal. Y N
- B. A fish lives on land. Y N

Practice Exercises

- C. An apple is blue. Y N
- D. The moon is in the sky. Y N
- E. A man has two legs. Y N
- F. Ice is hot. Y N

Text 1000

- | | | | | | |
|---|------------------------------------|------------------------------------|---|------------------------------------|-------------------------|
| 1. A bird can fly. | <input checked="" type="radio"/> Y | <input type="radio"/> N | 22. June is the month after March. | <input checked="" type="radio"/> Y | <input type="radio"/> N |
| 2. Cats have five legs. | <input type="radio"/> Y | <input checked="" type="radio"/> N | 23. Most dogs can fly over the tops
of mountains. | <input type="radio"/> Y | <input type="radio"/> N |
| 3. Some people have long hair. | <input checked="" type="radio"/> Y | <input type="radio"/> N | 24. Some people like to go swimming on
hot days. | <input type="radio"/> Y | <input type="radio"/> N |
| 4. People have teeth. | <input checked="" type="radio"/> Y | <input type="radio"/> N | 25. Most windows are made of glass. | <input type="radio"/> Y | <input type="radio"/> N |
| 5. The sky is always brown and yellow. | <input type="radio"/> Y | <input checked="" type="radio"/> N | 26. A pen is for writing. | <input type="radio"/> Y | <input type="radio"/> N |
| 6. A clock tells time. | <input checked="" type="radio"/> Y | <input type="radio"/> N | 27. Monkeys live in fish tanks. | <input type="radio"/> Y | <input type="radio"/> N |
| 7. The color of grass is red. | <input type="radio"/> Y | <input checked="" type="radio"/> N | 28. An insect may live under a rock. | <input type="radio"/> Y | <input type="radio"/> N |
| 8. A school bus has a driver. | <input checked="" type="radio"/> Y | <input type="radio"/> N | 29. A shoe goes on your head. | <input type="radio"/> Y | <input type="radio"/> N |
| 9. People like to drink gum. | <input type="radio"/> Y | <input checked="" type="radio"/> N | 30. A frog may swim in a pond. | <input type="radio"/> Y | <input type="radio"/> N |
| 10. A butterfly has ten wings. | <input type="radio"/> Y | <input checked="" type="radio"/> N | 31. A toothbrush is used to brush teeth. | <input type="radio"/> Y | <input type="radio"/> N |

Test 5 Calculation

1.



2.



3.

$$2 + 2 = \boxed{4}$$

4.

$$1 + 1 = \boxed{2}$$

5.

$$2 + 1 = \boxed{3}$$

6.

$$6 + 1 = \boxed{7}$$

7.

$$2 + 4 = \boxed{6}$$

8.

$$\begin{array}{r} 3 \\ -2 \\ \hline 1 \end{array}$$

9.

$$\begin{array}{r} 5 \\ -2 \\ \hline 3 \end{array}$$

10.

$$3 - 1 = \boxed{2}$$

11.

$$5 - 1 = \boxed{4}$$

~~11.~~

$$\begin{array}{r} 9 \\ +7 \\ \hline 2 \end{array}$$

~~12.~~

$$\begin{array}{r} 17 \\ -9 \\ \hline 2 \end{array}$$

~~13.~~

$$\begin{array}{r} 89 \\ -18 \\ \hline 11 \end{array}$$

~~14.~~

$$\begin{array}{r} 5 \\ \times 3 \\ \hline 3 \end{array}$$

Test 7

1 _____

2 _____

10. _____

11. _____

12. _____

13. a h _____

14. a i _____

15. _____

16. _____

17. Six _____

18. _____

26. Cooked _____

27. Sixteen _____

28. floor _____

29. Spooked _____

30. early _____

31. Reward _____

32. Plan _____

33. Adventure _____

34. Garage _____

35. Cough _____

36. Patient _____

36. _____

45. _____

46. _____

47. _____

48. _____

49. _____

50. _____

51. _____

52. _____

53. _____

Test 8 Writing Fluency

Example Items

A.

good
cake
is



The cake is good.

B.

pig
fat
is



pig is fat.

C.

this
ball
big



This big ball.

Write

1
boy

happy

is



boy is happy

2

girl

sad

today



Sad Today girl

3

hot

soup

my



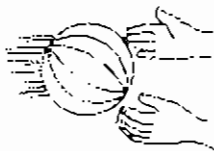
My Soup hot

4

ball

catch

can



can catch ball

Test 11 Writing Samples

My name is _____

2.



This is a cat

3.



The woman is Queen The man is King.

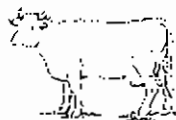


8.



a chick out of egg.

9.



COMPUSCORE VERSION 1.1b
SUMMARY AND SCORE REPORT

Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiner: Tammy Sweeney

TESTS ADMINISTERED

Becky was administered a set of tests from the *WJ III Tests of Achievement*. Direct comparisons can be made among Becky's achievement scores. These comparisons help determine the presence and significance of any strengths and weaknesses among her abilities.

SUMMARY

Becky's oral language skills are very low when compared to the range of scores obtained by others at her age level.

When compared to others at her age level, Becky's academic skills, her ability to apply those skills, and her fluency with academic tasks are all within the very low range.

Becky's performance is very low in reading, mathematics, math calculation skills, written language, and written expression.

COMPUSCORE VERSION 1.1b
SCORE REPORT

Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiner: Tammy Sweeney

TABLE OF SCORES: *Woodcock-Johnson III Tests of Achievement*
Norms based on grade 10.2

<u>CLUSTER/Test</u>	<u>RAW</u>	<u>GE</u>	<u>EASY to DIFF</u>		<u>RPI</u>	<u>PR</u>	<u>SS(68% BAND)</u>
ORAL LANGUAGE	-	<K.0	<K.0	<K.0	3/90	<0.1	3 (1-17)
TOTAL ACHIEVEMENT	-	1.9	1.5	2.4	1/90	<0.1	50 (48-52)
BROAD READING	-	1.8	1.5	2.1	0/90	<0.1	41 (37-44)
BROAD MATH	-	1.5	1.0	2.2	1/90	<0.1	28 (25-32)
BROAD WRITTEN LANG	-	2.6	1.9	3.6	10/90	0.1	54 (49-59)
MATH CALC SKILLS	-	2.1	1.4	3.0	5/90	<0.1	40 (36-44)
WRITTEN EXPRESSION	-	1.6	1.1	2.3	4/90	<0.1	44 (36-52)

Summary and Score Report - COMPUSCORE VERSION 1.1b
 Moon, Becky
 November 3, 2010

Page 2

TABLE OF SCORES: *Woodcock-Johnson III Tests of Achievement*
 Norms based on grade 10.2

<u>CLUSTER/Test</u>	<u>RAW</u>	<u>GE</u>	<u>EASY to DIFF</u>		<u>RPI</u>	<u>PR</u>	<u>SS(68% BAND)</u>
ORAL LANGUAGE	-	<K.0	<K.0	<K.0	3/90	<0.1	3 (1-17)
TOTAL ACHIEVEMENT	-	1.9	1.5	2.4	1/90	<0.1	50 (48-52)
BROAD READING	-	1.8	1.5	2.1	0/90	<0.1	41 (37-44)
BROAD MATH	-	1.5	1.0	2.2	1/90	<0.1	28 (25-32)
BROAD WRITTEN LANG	-	2.6	1.9	3.6	10/90	0.1	54 (49-59)
MATH CALC SKILLS	-	2.1	1.4	3.0	5/90	<0.1	40 (36-44)
WRITTEN EXPRESSION	-	1.6	1.7	2.3	4/90	<0.1	44 (36-52)
ACADEMIC SKILLS	-	3.0	2.5	3.5	2/90	<0.1	43 (39-45)
ACADEMIC FLUENCY	-	K.9	<K.8	1.4	0/90	<0.1	40 (36-44)
ACADEMIC APPS	-	1.5	1.2	1.9	1/90	<0.1	27 (23-31)

Form A of the following achievement tests was administered:

COMPUSCORE VERSION 1.1b
SCORE REPORT

Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiners: Tammy Sweeny
Tammy Sweeney

TABLE OF SCORES: *Woodcock-Johnson III Tests of Achievement*
Norms based on age 16-0

<u>CLUSTER/Test</u>	<u>RAW</u>	<u>AE</u>	<u>EASY to DIFF</u>		<u>RPI</u>	<u>PR</u>	<u>SS(68% BAND)</u>
ORAL LANGUAGE	-	3-3	2-6	4-4	2/90	<0.1	7 (1-20)
TOTAL ACHIEVEMENT	-	7-3	6-10	7-9	0/90	<0.1	30 (28-33)
BROAD READING	-	7-1	6-10	7-5	0/90	<0.1	47 (44-50)
BROAD MATH	-	6-10	6-3	7-7	1/90	<0.1	37 (34-40)
BROAD WRITTEN LANG	-	8-0	7-5	8-10	5/90	0.2	58 (53-62)
MATH CALC SKILLS	-	7-6	6-9	8-5	4/90	<0.1	41 (37-45)
WRITTEN EXPRESSION	-	6-10	6-2	7-8	1/90	<0.1	44 (36-51)

page 7

Summary and Score Report - COMPUSCORE VERSION 1.1b
Moon, Becky
November 3, 2010

Page 2

TABLE OF SCORES: *Woodcock-Johnson III Tests of Achievement*
Norms based on age 16-0

<u>CLUSTER/Test</u>	<u>RAW</u>	<u>AE</u>	<u>EASY to DIFF</u>		<u>RPI</u>	<u>PR</u>	<u>SS(68% BAND)</u>
ORAL LANGUAGE	-	3-3	2-5	4-4	2/90	<0.1	7 (1-20)
TOTAL ACHIEVEMENT	-	7-3	6-10	7-9	0/90	<0.1	30 (28-33)
BROAD READING	-	7-1	6-10	7-5	0/90	<0.1	47 (44-50)
BROAD MATH	-	6-10	6-3	7-7	1/90	<0.1	37 (34-40)
BROAD WRITTEN LANG	..	8-0	7-5	8-10	9/90	0.2	58 (53-62)
MATH CALC SKILLS	..	7-6	6-9	8-5	4/90	<0.1	41 (37-45)
WRITTEN EXPRESSION	-	6-10	6-2	7-8	4/90	<0.1	44 (36-51)
ACADEMIC SKILLS	-	8-3	7-10	8-9	2/90	<0.1	52 (49-55)
ACADEMIC FLUENCY	-	5-11	<5-6	6-7	0/90	<0.1	40 (36-44)
ACADEMIC APPS	..	6-10	6-5	7-4	1/30	<0.1	34 (30-37)

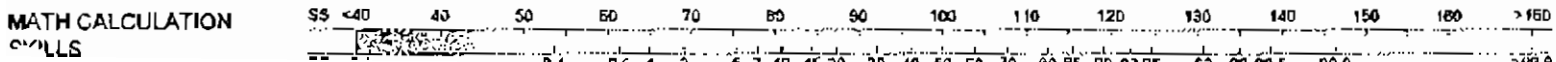
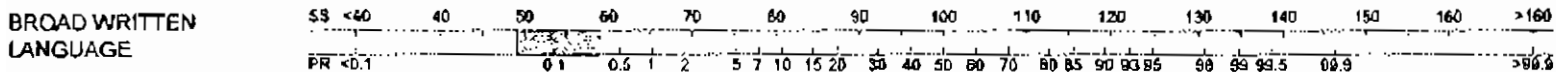
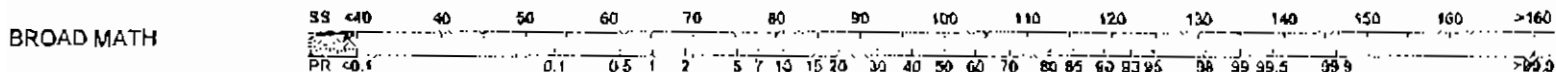
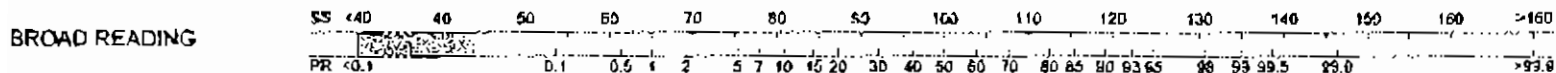
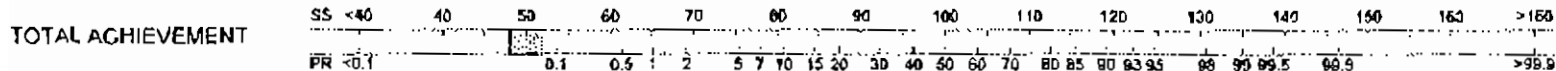
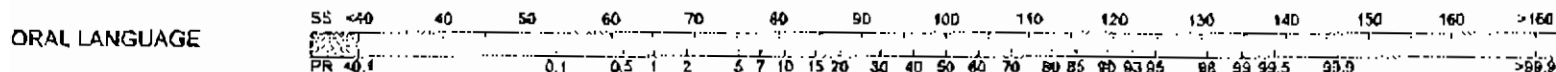
Form A of the following achievement tests was administered:

WJ III Compuscore and Profiles Program Version 1.1b
Standard Score/Percentile Rank Profiles

Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

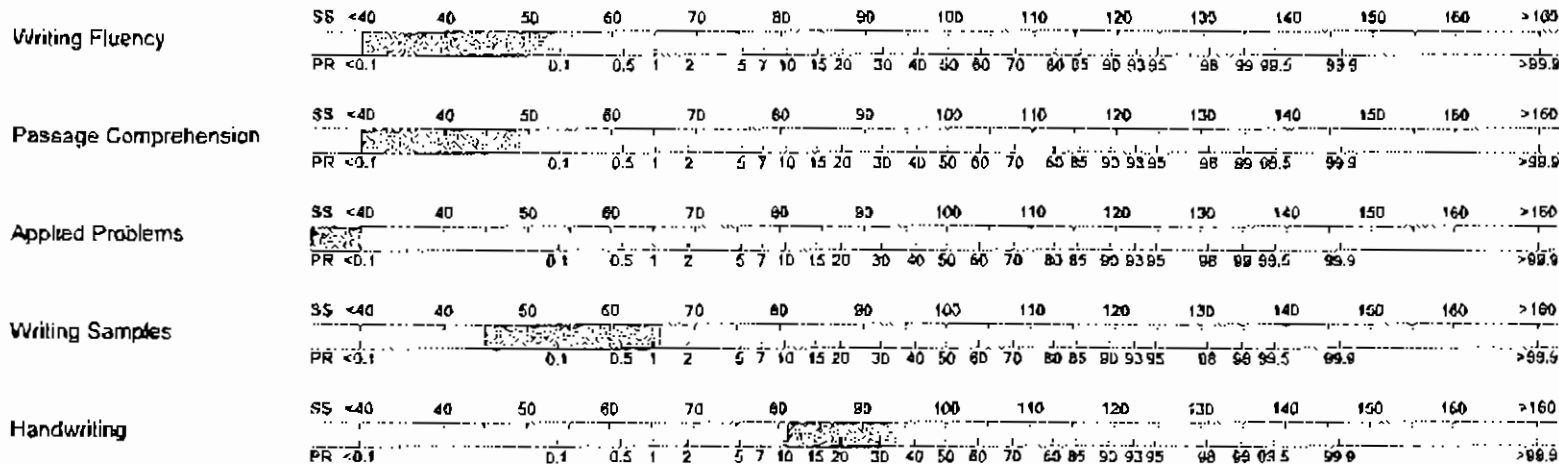
School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiner: Tammy Sweeney

Peer Comparisons -1 SEM +1 SEM Confidence
← 68% → Band Norms based on: Grade (K.0-12.9)



WJ III Compuscore Version 1.1b - Standard Score/Percentile Rank Profiles

Moon, Becky
November 3, 2010

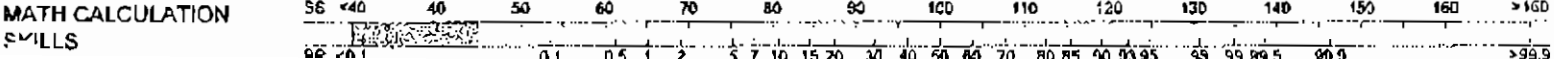
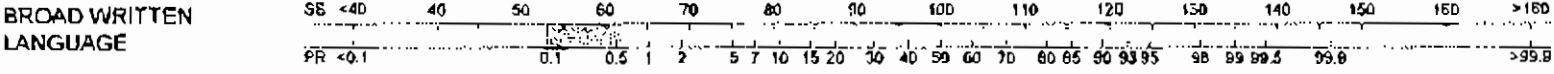
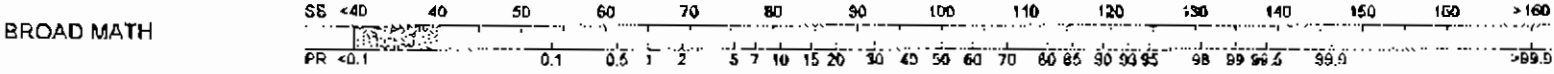
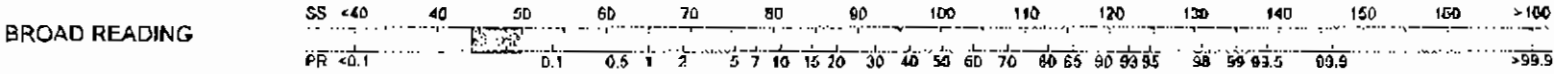
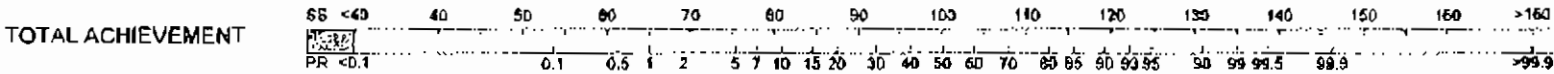
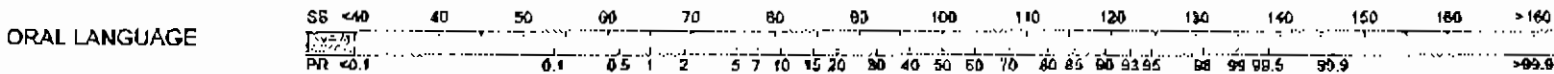


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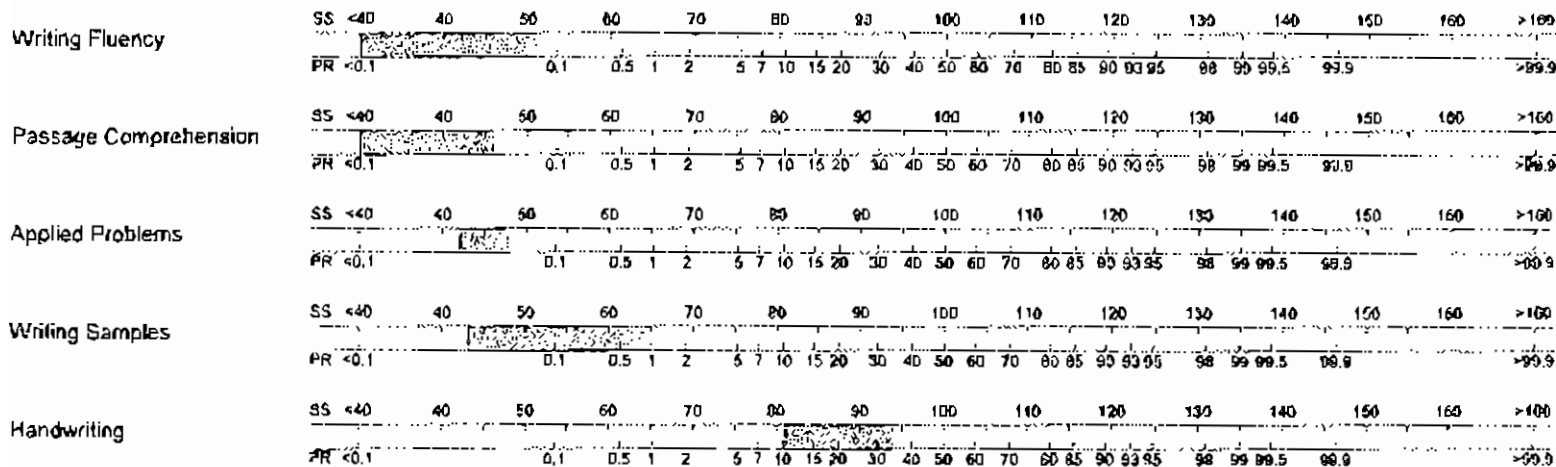
Peer Comparisons -1 SEM +1 SEM Confidence
← 68% → Band Norms based on: Age





WJ III Compuscore Version 1.1b - Standard Score/Percentile Rank Profiles

Moon, Becky
November 3, 2010

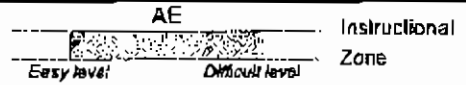


WJ III Compuscore and Profiles Program Version 1.1b
Age Band Profile - Achievement

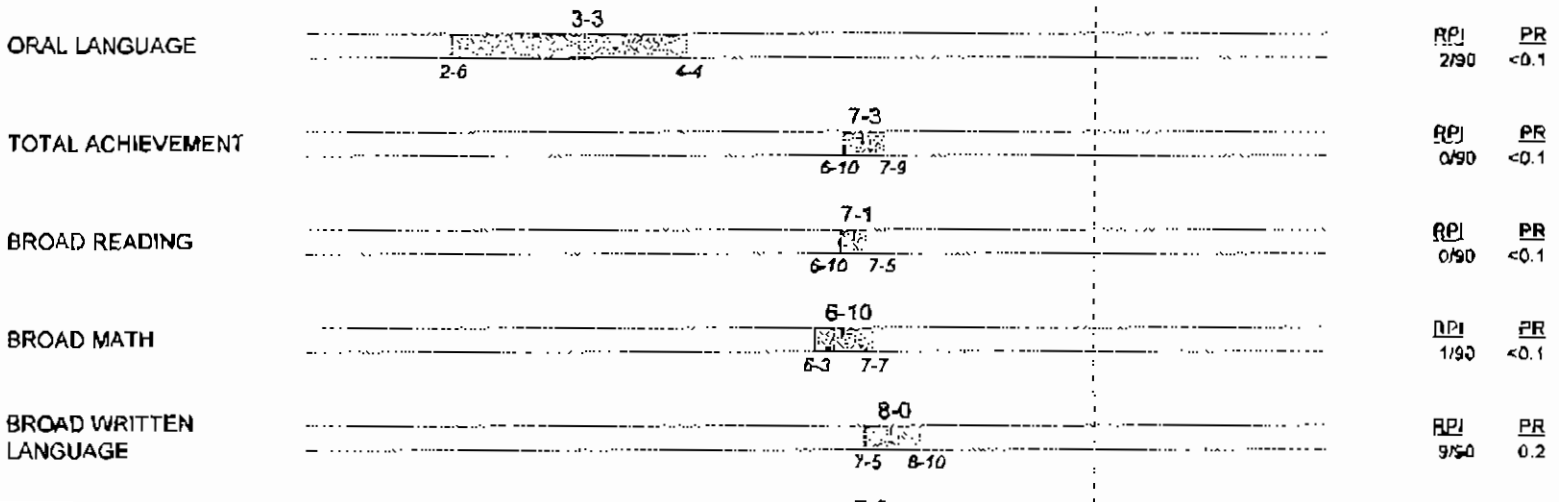
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Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiner: Tammy Sweeney

RPIs and PRs based on age 16-0

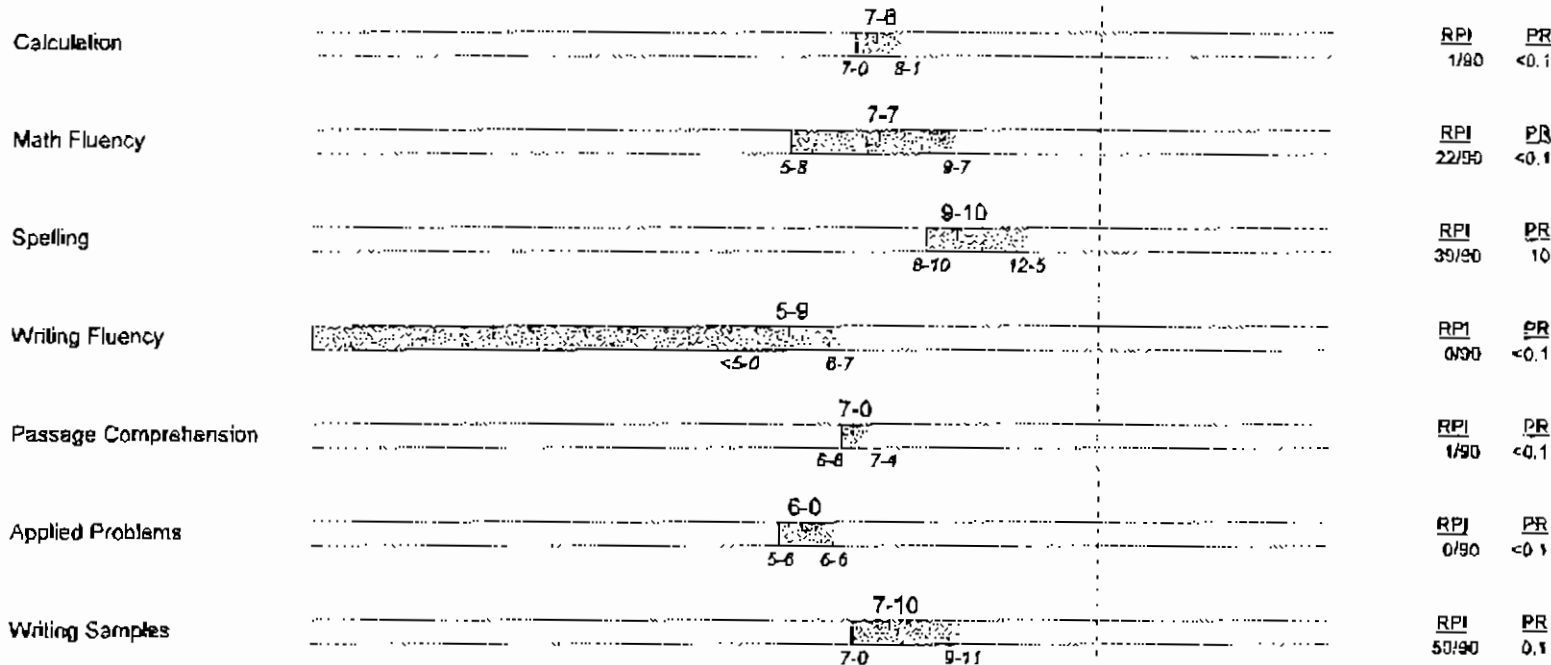


Becky's chronological age = 16-0



Moon, Becky

November 3, 2010

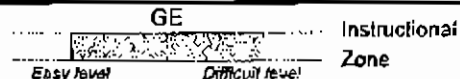
Becky's chronological age = 16-0

WJ III Compuscore and Profiles Program Version 1.1b
Grade Band Profile - Achievement

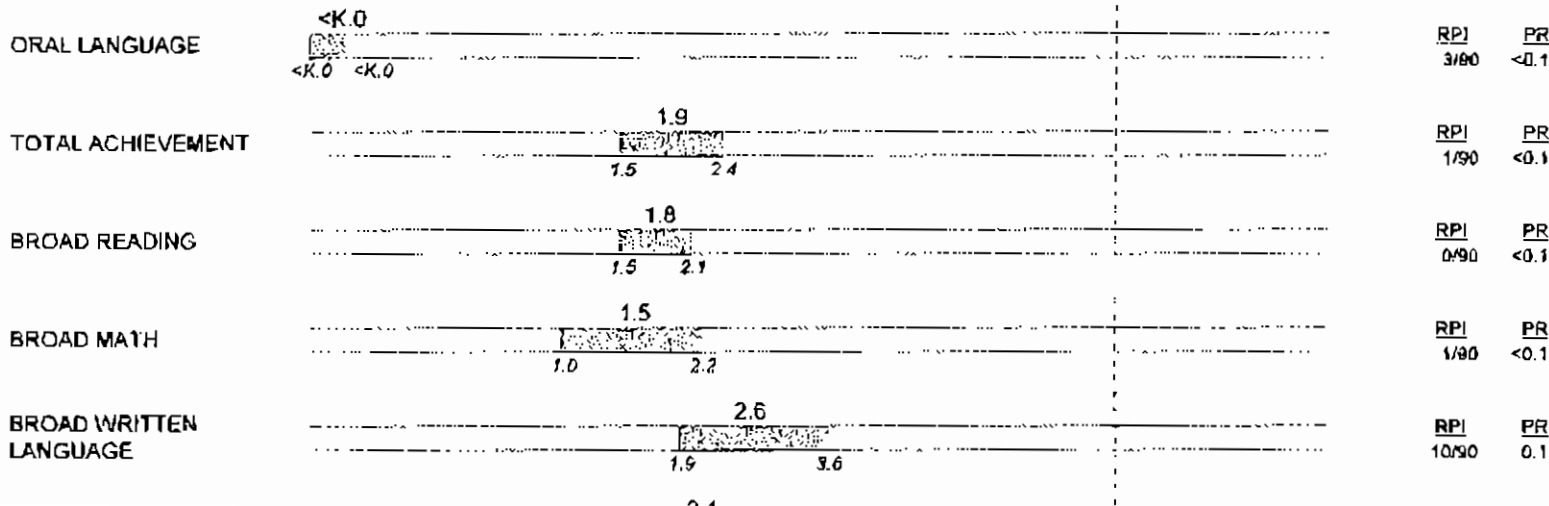
Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiner: Tammy Sweeney

RPIs and PRs based on grade 10.2



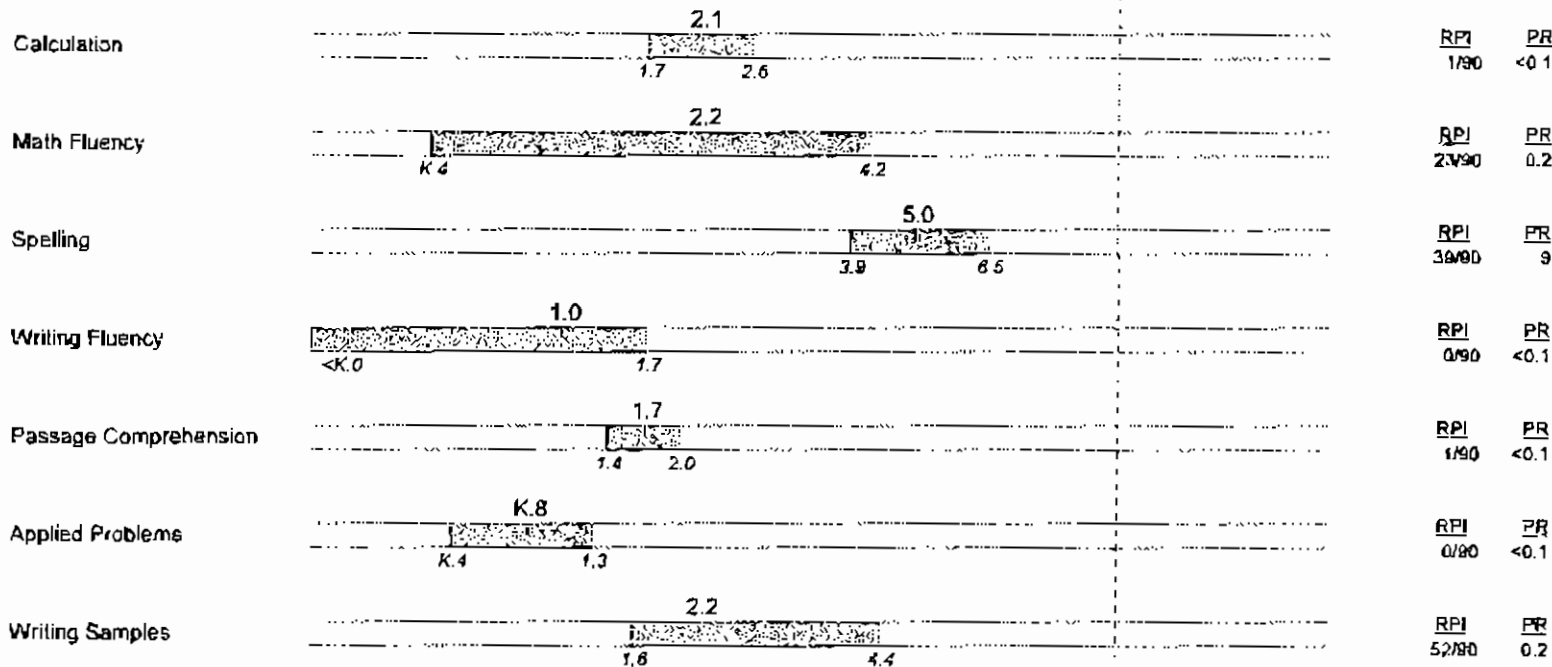
Becky's grade placement = 10.2



Moon, Becky

November 3, 2010

Becky's grade placement = 10.2



Age (months)	Curriculum Sequences	Date:	Date:	Date:	Date:	Notes
	s. Matches three-part sequences of pictures depicting quantities (or dice)	04				
54-60	t. Gives the correct number of objects when asked (all numbers from 4 through 10)	04				
	u. Tells current age, age the previous year, and age next year	04				
	v. Answers addition questions involving adding 2 (up to 10)	04				
	w. Identifies numbers 0 through 9	04				
	x. Matches numbers to pictures of quantities up to four (or assembles groups of objects to match the number; the adult does not name the number for the child)	04				

Cognition/Communication

10. Concepts/Vocabulary: Receptive

24-30	a. Selects pictures of actions (e.g., eating)	04				
	b. Follows directions including "in," "out," "on," and "off"	04				
	c. Selects a similar object/picture when shown	04				with gestures

Age (months)	Curriculum Sequences	Date:	Date:	Date:	Date:	Notes:
42-48	o. Understands "empty" versus "full"	A ¹				
	p. Selects the one that is "different" (or "not the same")	A ^{1/2}				
	q. Understands "around," "in front of," "in back of," "between," "high," and "low"	A ^{1/2}				
	r. Selects objects/pictures to indicate an understanding of at least four relative concepts or comparisons	A ¹				
	s. Selects square, triangle, and circle	A ¹				
	t. Selects members of a class	A ¹				
48-54	u. Recognizes at least 10 uppercase letters	A ¹				
	v. Understands "backward" and "forward"	A ¹				
	w. Selects objects/pictures to indicate an understanding of at least eight relative concepts or comparisons	A ¹				
	x. Recognizes most colors (including pink, gray, brown)	A ¹				
	y. Distinguishes between letters and numbers	A ¹				
54-60	z. Understands "except"	A ^{1/2}				

Age (:months)	Curriculum Sequences	Date:	Date:	Date:	Date:	Notes:
42-48	k. Defines five or more simple words using at least one descriptor	A-				
	l. Names objects by functions	A-				
	m. Names examples in classes	A-				
	n. Completes two analogies	A-				
48-54	o. Asks word meanings or otherwise indicates awareness that words have meanings	A-				
	p. Makes rhymes to simple words	A-				
	q. Uses new word in conversation soon after hearing the word or having been told the meaning of the words	A-				
	r. Labels colors: red, green, blue, orange, purple, yellow, black, brown, pink, and gray	A-				
54-60	s. Defines 10 or more words	A-				
	t. Labels most uppercase letters	A-				
	u. Completes five analogies	A-				
	v. Names a class of objects from its members	A-				

Age (months)	Curriculum Sequences	Date:	Date:	Date:	Date:	Notes:
	1. Tells two familiar stories without pictures for help (includes all important parts)	a-				

Communication

13. Verbal Comprehension

24-30	a. Follows two-part related commands in novel contexts	a ⁺				
30-36	b. Follows three-part commands (three objects and one action, three actions and one object, or three objects related by activity)	a-				
36-42	c. Responds to yes/no questions with appropriate words or gestures	a ⁺				
	d. Understands negatives	a ⁺				
	e. Sorts by color on verbal direction (no sample)	a ⁺				
42-48	f. Follows two-step commands involving sequence	a-				
	g. Sorts by named categories	a ⁺				
48-54	h. Follows three-step instructions in sequence involving two to three different objects	a-				
	i. Responds appropriately to statements or questions about objects and actions	a-				

Age (months)	Curriculum Sequences	Date:	Date:	Date:	Date:	Notes:
36-42	h. Responds appropriately to "where" and "why" questions	0.5				I Don't know
	i. Changes speech depending on listener	2-				
	j. Talks on telephone and waits for turn to respond	2-				
	k. Uses words to describe attributes of toys, foods, or other objects	2+				
	l. Describes events occurring in the environment	2+				
42-48	m. Answers "what is," "whose," "who," and "how many" questions appropriately (if not correctly)	2 1/2				
	n. Names three or more elements or describes what is happening when asked to tell all about a picture or storybook	2-				
	o. Responds appropriately to "what do you do" and "why do we" questions	2 1/2				
	p. Reads a story aloud to self or another person while looking at pictures in a book	2-				
	q. Describes functions of objects	2 1/2				
48-54	r. Communicates cause-and-effect relationships	2-				
	s. Asks questions related to another person's	-				

Age (months)	Curriculum Sequences	Date:	Date:	Date:	Date:	Notes:
36-42	i. Uses three-word phrases to specify, to indicate rejection, and/or to describe	a ⁺				
	j. Uses three- to four-word complete sentences that include subject-verb-object	a ⁺				
	k. Asks "wh" questions (e.g., "why," "what," "where")	a ⁺				
	l. Uses "I" instead of given name	a ⁺				
42-48	m. Uses "s" on ends of words to indicate possession	a ⁻				
	n. Uses prepositional phrases in sentences	a ⁺				
	o. Uses most irregular past-tense verb forms correctly	a ⁻				
45-54	p. Uses correct verb forms, both irregular and regular, for past, present, and future actions	a ⁻				
	q. Uses "and," "or," "but," or "because" to connect two sentences	a ⁻				
	r. Uses verbal nouns and/or verbal adjectives	a ⁺				
54-60	s. Uses complete sentence with correct word order in "wh" questions	a ⁺				
	t. Uses a variety of adjectives to describe what has been seen, heard, or experienced	a ⁺				

DEVELOPMENTAL

Dates

01
02
03
04

10/15/2004

Child:

Intervention:

Curriculum Sequence

24-36

PERSONAL-SOCIAL	COGNITION	COMM. COMM.	COMM. UTILIZATION	FINE MOTOR	GROSS MOTOR
1. Self-Regulation & Responsibility					
2. Interpersonal Skills					
3. Self-Concept					
4-I. Self-Help: Eating					
4-II. Self-Help: Dressing					
4-III. Self-Help: Grooming					
4-IV. Self-Help: Toileting					
5. Attention to Memory: Visual/Spatial					
6-I. Visual Perception: Blocks & Puzzles					
6-II. Visual Perception: Matching & Sorting					
7. Functional Use of Objects & Symbolic Play					
8. Problem Solving/Reasoning					
9. Number Concepts					
10. Concepts/Vocabulary: Receptive					
11. Concepts/Vocabulary: Expressive					
12. Attention to Memory: Auditory					
13. Verbal Comprehension					
14. Conversation Skills					
15. Grammatical Structure					
16. Imitation: Vocal					
17. Imitation: Motor					
18. Gras & Manipulation					
19. Bilateral Skills					
20. Tool Use					
21. Visual-Motor Skills					
22-I. Weight, Posture & Locomotion					
22-II. Upright: Balance					
22-III. Upright: Ball Play					
22-IV. Upright: Outdoor Play					

Curriculum Sequence

42-41

PERSONAL-SOCIAL	COGNITION	COMMUNICATION	FINE MOTOR	GROSS MOTOR
1. Self-Regulation & Responsibility				
2. Interpersonal Skills				
3. Self-Concept				
4-I. Self-Help: Eating				
4-II. Self-Help: Dressing				
4-III. Self-Help: Grooming				
4-IV. Self-Help: Toileting				
5. Attention & Memory: Visual/Spatial				
6-I. Visual Perception: Blocks & Puzzles				
6-II. Visual Perception: Matching & Sorting				
7. Functional Use of Objects & Symbolic Play				
8. Problem Solving/Reasoning				
9. Number Concepts				
10. Concepts/Vocabulary: Receptive				
11. Concepts/Vocabulary: Expressive				
12. Attention & Memory: Auditory				
13. Verbal Comprehension				
14. Conversation Skills				
15. Grammatical Structure				
16. Imitation: Vocal				
17. Imitation: Motor				
18. Grasp & Manipulation				
19. Bilateral Skills				
20. Tool Use				
21. Visual-Motor Skills				
22-I. Upright: Posture & Locomotion				
22-II. Upright: Balance				
22-III. Upright: Ball Play				
22-IV. Upright: Outdoor Play				

Special Education
515
Assessment Project

By: Tammy Sweeney

Becky Moon

- 16 year old Female
- Delightful and Fun
- Limited Oral Language
- Special Services include: Occupational Therapy, Physical Therapy, Speech and Language
- Diagnosed - *Adjustment Disorder with Mixed*

Becky's Educational Program

Growth Opportunities Program

- Academic
- School Site Involvement
- Job Coach in Community

IE English Class

(IE: Intensive Education designed for students in the mild/moderate disabilities)

Regular Education Inclusion

- Physical Education
- Art

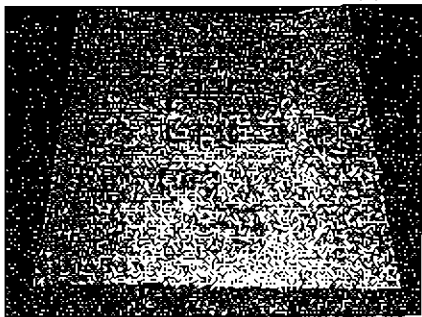
One-to-One Assistant

Informal Assessment Sandwich Chart



Informal Assessment 2

Dollars and Cents



Informal Assessment

Dollars and Cents

Strengths of Assessment

- Assesses identification of bills and coins
- Assesses adding combination of bills and coins
- Assesses greater than, less than, and equal

Standardization of Norm Sampling

- Ages 2 to 90+
- Norm Sampling 6,818 Individuals
- 100 geographically diverse U.S. Communities

Norm Sampling Consisted of

- Census region
- Community Size
- Sex
- Race
- Type of School
- Type of College/University
- Education of Adults
- Occupational status of adults
- Occupation of Adults in the labor force

(1998, Nancy and Woodcock, Richard W.)

Uses of the WJ III Tests of Achievement

- Diagnosis
- Determination of Discrepancies
- Educational Programming Decisions
- Developing Individual Education Program

Formal Assessment

Woodcock Johnson III Tests of Achievement

Standard Test Book	Extended Test Book
1. Letter-Word Identification	12. Word Attack
2. Reading Fluency	14. Picture Vocabulary
3. Story Recall	15. Oral Comprehension
4. Understanding Directions	16. Editing
5. Circulation	17. Reading Vocabulary
6. Math Fluency	18. Quantitative Concepts
7. Spelling	19. Academic Knowledge
8. Writing Fluency	20. Spelling of Sounds
9. Passage Comprehension	21. Sound Awareness
10. Applied Problems	22. Punctuation and Capitalization
11. Writing Samples Handwriting Writing Evaluation Scale	
17. Story Recall - Delayed	

Administering the WJ III AGH

- Extensive training for Qualified Examiners
Training book includes:
 - *Practice Exercises for Novice Examiner
 - *WJ III General Test Observation Checklist
- Each subtest takes approximately 5 minutes to administer
- Subtests may be given in any order

Becky Moon's Scores and Profile

- > Refer to the to Handouts
- > Compuscore Version 1.1b Score Report
 1. Summary (page 3)
 2. GE-Grade Equivalent (pages 4 and 5)
 3. AE- Age Equivalent (pages 6 and 7)

Becky Moon's Profiles

Refer to Handouts for

- GE Standard Score and Percentile Rank (pages 8 and 9)

Refer to Handouts for

- AE Relative Proficiency Index (pages 12 and 13)

Limitations of the WJ III ACH

- Extensive Training to be considered a Qualified Examiner
- Different rules for the determination of bases and coding for subtests
Example: Some subtests use a base of 0 and others use a base of 4
- Full pte Responses needed to fully understand scoring
- Problem with at times bias
Example: Suckers versus Looper

Formal Assessment 2

*The Carolina Curriculum for Preschoolers with
Special Needs*



The Carolina Curriculum for Preschoolers with Special Needs

Domains Assessed

- Cognition
 - Communication
 - Social Adaptation
 - Fine Motor
 - Gross Motor
-
- More than 400 Curricular items
 - Assessment is divided into 22 logical domains

The Carolina Curriculum for Preschoolers with Special Needs

Strengths

- Natural environment
- Easy to use
- Individual is able to interact with familiar people
- Input is gathered from Parents and Caregivers
- Several Examiners can evaluate the child at the same time
- Helps plan educational goals

Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.

Topic: Dunkin' Donuts

Detail: Stand a Line

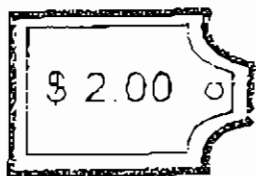
Detail: Chocolate Frosting
Donut

Dollars & Cents



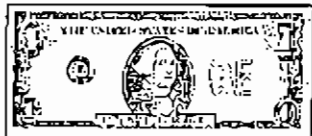
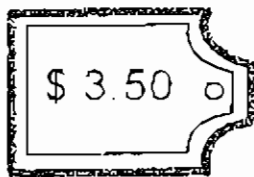
Name _____

Compare the price tag to the money in each box. Is the money "Not Enough," "Just Right" or "More Than Enough"? Circle your answers.



Not Enough

Enough



Not Enough

Enough

Not Enough

COMPUSCORE VERSION 1.1b
SUMMARY AND SCORE REPORT

Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

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ID: 101
Examiner: Tammy Sweeney

TESTS ADMINISTERED

Becky was administered a set of tests from the *WJ III Tests of Achievement*. Direct comparisons can be made among Becky's achievement scores. These comparisons help determine the presence and significance of any strengths and weaknesses among her abilities.

SUMMARY

Becky's oral language skills are very low when compared to the range of scores obtained by others at her age level.

When compared to others at her age level, Becky's academic skills, her ability to apply those skills, and her fluency with academic tasks are all within the very low range.

Becky's performance is very low in reading, mathematics, math calculation skills, written language, and written expression.

COMPUSCORE VERSION 1.1b
SCORE REPORT

Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiner: Tammy Sweeney

TABLE OF SCORES: *Woodcock-Johnson III Tests of Achievement*
Norms based on grade 10.2

<u>CLUSTER/Test</u>	<u>RAW</u>	<u>GE</u>	<u>EASY to DIFF</u>		<u>RPI</u>	<u>PR</u>	<u>SS(68% BAND)</u>
ORAL LANGUAGE	-	<K.0	<K.0	<K.0	3/90	<0.1	3 (1-17)
TOTAL ACHIEVEMENT	-	1.9	1.5	2.4	1/30	<0.1	50 (48-52)
BROAD READING	-	1.8	1.5	2.1	0/90	<0.1	41 (37-44)
BROAD MATH	-	1.5	1.0	2.2	1/90	<0.1	28 (25-32)
BROAD WRITTEN LANG	-	2.6	1.9	3.6	10/90	0.1	54 (49-59)
MATH CALC SKILLS	-	2.1	1.4	3.0	5/90	<0.1	40 (36-44)
WRITTEN EXPRESSION	-	1.6	1.1	2.3	4/90	<0.1	44 (36-52)

Summary and Score Report - COMPUSCORE VERSION 1.1b
 Moon, Becky
 November 3, 2010

Page 2

TABLE OF SCORES: *Woodcock-Johnson III Tests of Achievement*
 Norms based on grade 10.2

<u>CLUSTER/Test</u>	<u>RAW</u>	<u>GE</u>	<u>EASY to DIFF</u>		<u>RPI</u>	<u>PR</u>	<u>SS(68% BAND)</u>
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BROAD WRITTEN LANG	-	2.6	1.9	3.6	10/90	0.1	54 (49-59)
MATH CALC SKILLS	-	2.1	1.4	3.0	5/90	<0.1	40 (36-44)
WRITTEN EXPRESSION	-	1.6	1.1	2.3	4/90	<0.1	44 (35-52)
ACADEMIC SKILLS	-	3.0	2.5	3.5	2/90	<0.1	43 (39-46)
ACADEMIC FLUENCY	-	K.9	<K.8	1.4	0/90	<0.1	40 (36-44)
ACADEMIC APPS	-	1.5	1.2	1.9	1/90	<0.1	27 (23-31)

COMPUSCORE VERSION 1.1b
SCORE REPORT

Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiners: Tammy Sweeny
Tammy Sweeney

TABLE OF SCORES: *Woodcock-Johnson III Tests of Achievement*
Norms based on age 16-0

<u>CLUSTER/Test</u>	<u>RAW</u>	<u>AE</u>	<u>EASY to DIFF</u>	<u>RPI</u>	<u>PR</u>	<u>SS(68% BAND)</u>
ORAL LANGUAGE	-	3-3	2-5	4-4	2/90	<0.1 7 (1-20)
TOTAL ACHIEVEMENT	-	7-3	6-10	7-9	0/90	<0.1 30 (28-33)
BROAD READING	-	7-1	6-10	7-5	0/90	<0.1 47 (44-50)
BROAD MATH	-	5-10	6-3	7-7	1/90	<0.1 37 (34-40)
BROAD WRITTEN LANG	-	8-0	7-5	8-10	5/90	0.2 58 (53-62)
MATH CALC SKILLS	-	7-6	6-9	8-5	4/90	<0.1 41 (37-45)
WRITTEN EXPRESSION	-	6-10	6-2	7-8	4/90	<0.1 44 (36-51)

Summary and Score Report - COMPUSCORE VERSION 1.1b
 Moon, Becky
 November 3, 2010

TABLE OF SCORES: *Woodcock-Johnson III Tests of Achievement*
 Norms based on age 16-0

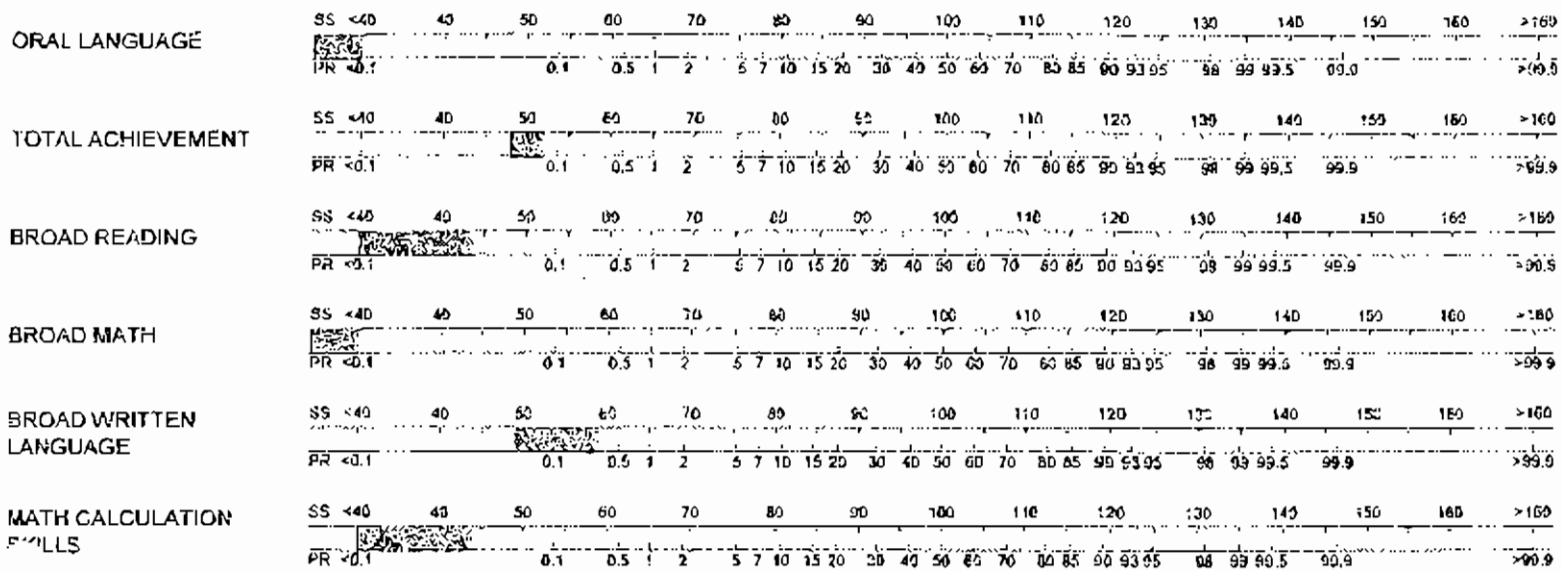
<u>CLUSTER/Test</u>	<u>RAW</u>	<u>AE</u>	<u>EASY to DIFF</u>		<u>RPI</u>	<u>PR</u>	<u>SS(68% BAND)</u>
ORAL LANGUAGE	-	3-3	2-5	4-6	2/90	<0.1	7 (1-20)
TOTAL ACHIEVEMENT	-	7-3	6-10	7-9	0/90	<0.1	30 (28-33)
BROAD READING	-	7-1	6-10	7-5	0/90	<0.1	47 (44-50)
BROAD MATH	-	6-10	6-3	7-7	1/30	<0.1	37 (34-40)
BROAD WRITTEN LANG	-	8-0	7-5	8-10	3/30	0.2	58 (53-62)
MATH CALC SKILLS	-	7-6	6-9	8-5	4/90	<0.1	41 (37-45)
WRITTEN EXPRESSION	-	5-10	6-2	7-8	4/90	<0.1	44 (36-51)
ACADEMIC SKILLS	-	8-3	7-10	8-9	2/90	<0.1	52 (49-55)
ACADEMIC FLUENCY	-	5-11	<5-6	6-7	0/90	<0.1	40 (36-44)
ACADEMIC APPS	-	6-10	6-5	7-4	1/90	<0.1	34 (30-37)

WJ III Compuscore and Profiles Program Version 1.1b
Standard Score/Percentile Rank Profiles

Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

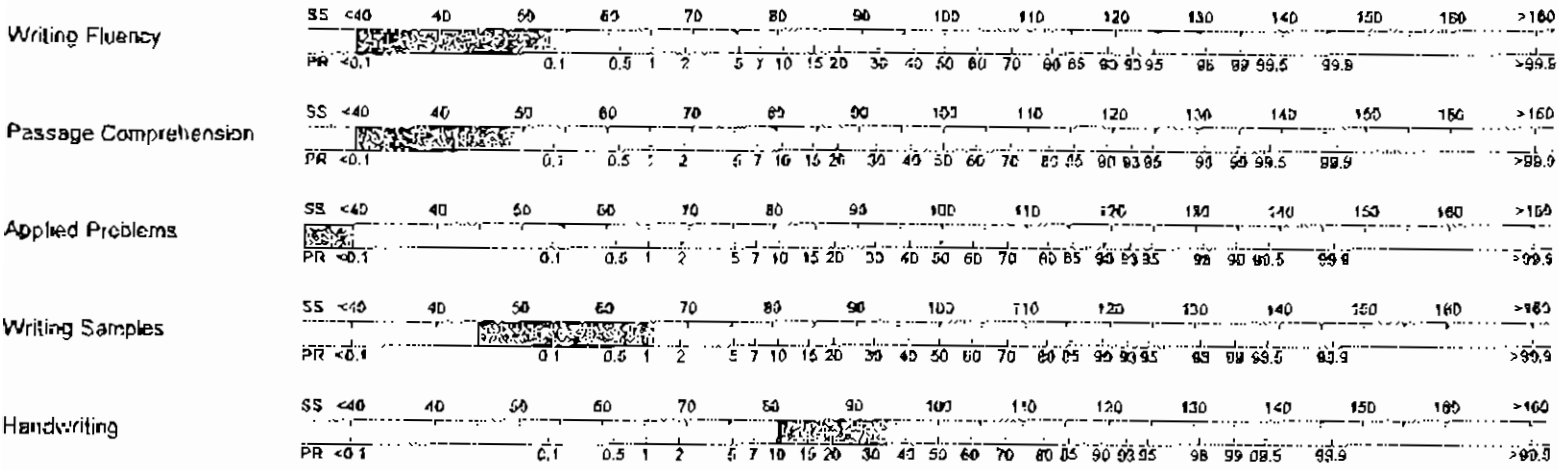
School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiner: Tammy Sweeney

Peer Comparisons -1 SEM +1 SEM Confidence Band Norms based on: Grade (K.0-12.9)
← 68% →



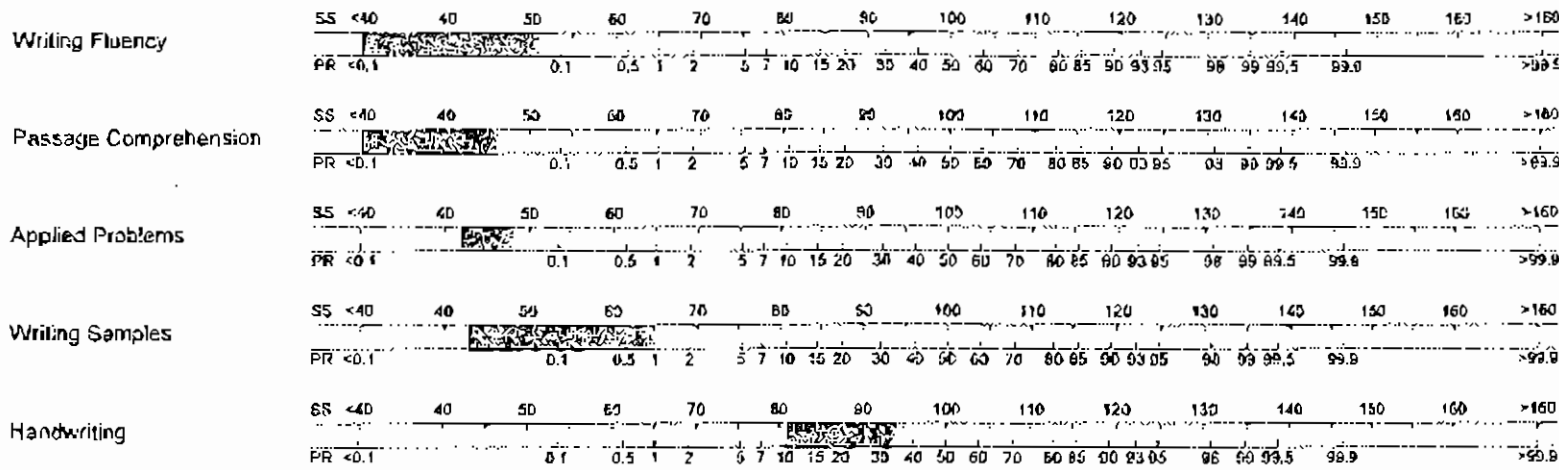
WJ III Compuscore Version 1.1b - Standard Score/Percentile Rank Profiles

Moon, Becky
November 3, 2010



WJ III Compuscore Version 1.1b - Standard Score/Percentile Rank Profiles

Moon, Becky
November 3, 2010

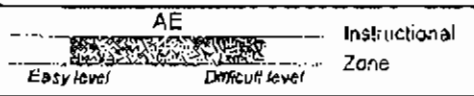


WJ III Compuscore and Profiles Program Version 1 1b
Age Band Profile - Achievement

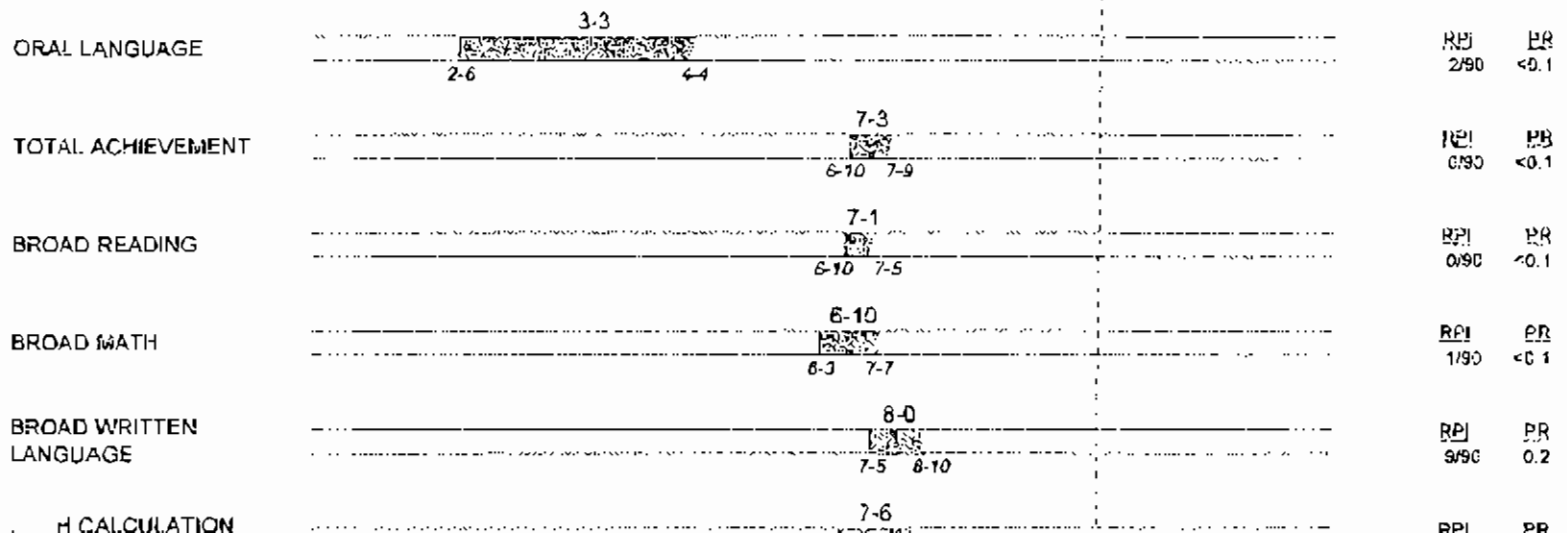
Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiner: Tammy Sweeney

RPis and PRs based on age 16-0

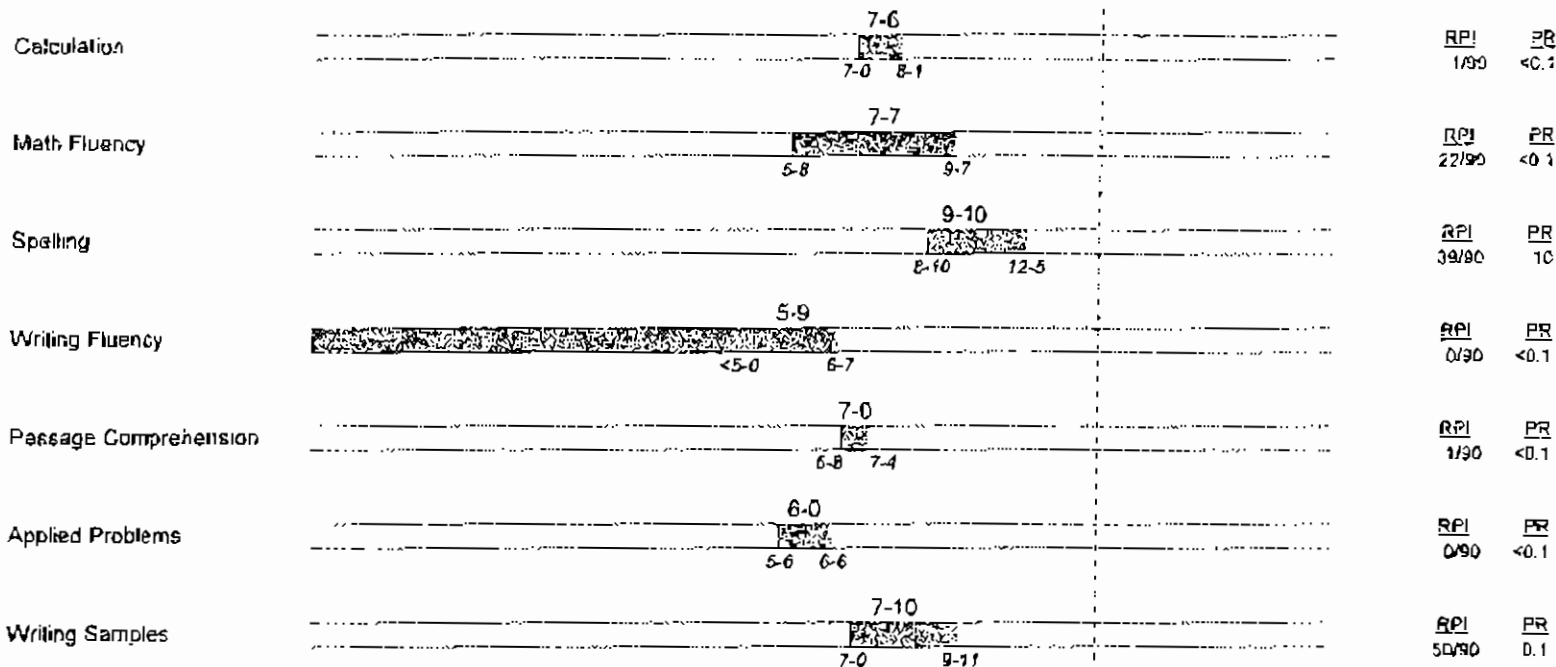


Becky's chronological age = 16-0



Moon, Becky

November 3, 2010

Becky's chronological age = 15-0

WJ III Compuscore and Profiles Program Version 1.1b
Grade Band Profile - Achievement

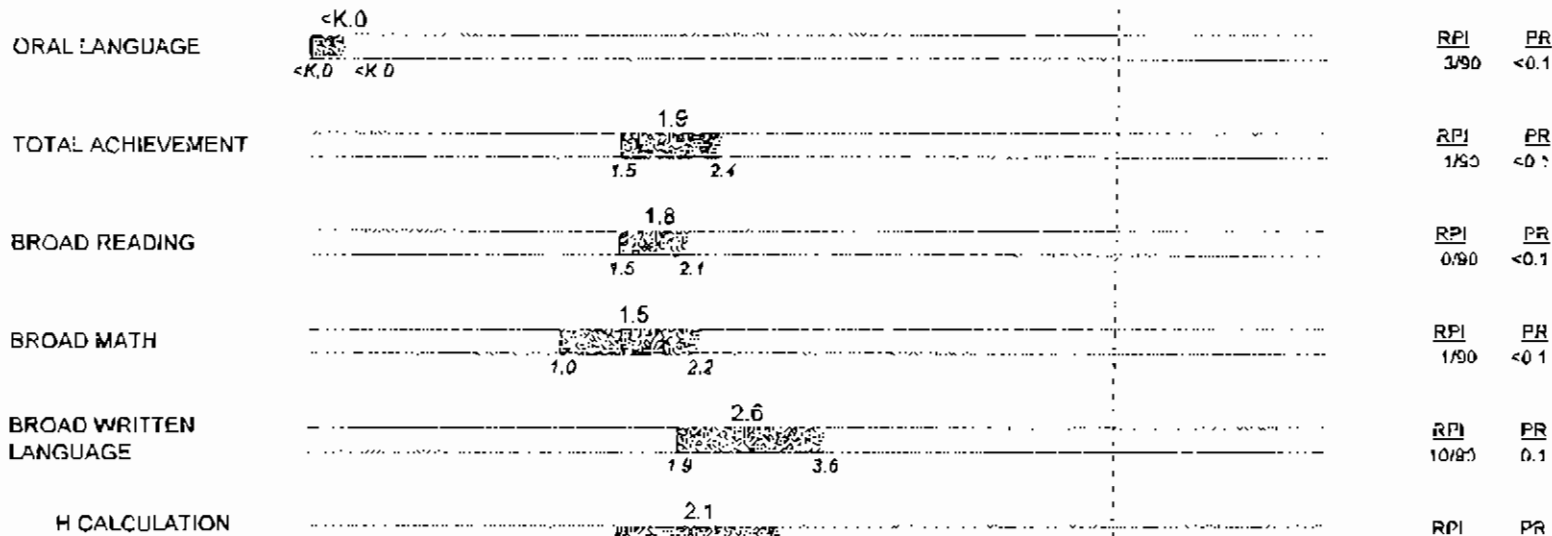
Name: Moon, Becky
Date of Birth: 11/11/1994
Age: 16 years, 0 months
Sex: Female
Date of Testing: 11/03/2010

School: Toll Gate High School
Teacher: Tammy Sweeney
Grade: 10.2
ID: 101
Examiner: Tammy Sweeney

RPIs and PRs based on grade 10.2



Becky's grade placement = 10.2



WJ III Compu:
 Moon, Becky
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Becky's grade placement = 10.2

