> **Riverside Standardized Testing and Eligibility Determinations: Considerations During the COVID-19 Pandemic** Joseph Claeys, M.S., Ed.S. Beth Varner, M.Ed., NCSP

IntroductionImage: Solution of the system of the sys

Introduction



Clinical Assessment Consultant

Beth Varner

 Nationally Certified School Psychologist
 Practiced in AK, WA, and CA
 Licensed Educational Psychologist (CA – LEP #3925) As school psychologists, our training has prepared us to meet the challenges arising from the COVID-19 pandemic.

Our practice standards and federal guidelines require a multi-source, multi-method comprehensive evaluation.

School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.

 In interpreting evaluation data for the purpose of determining if a child is a child with a disability under \$300.8, and the educational needs of the child, each public agency must—

- (i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background,
- and adaptive behavior; and (ii) Ensure that information obtained from all of these sources is documented and carefully considered.

Agenda

- · Evaluation considerations during COVID
 - Norm-referenced scores
 - · Norm data collection process
 - Instructional Zones
 - RPI
 - Exclusionary factors
 - Individual and home factors
- · Eligibility determinations during COVID
 - Case studies













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	SS <40 40	50 6	0 70 80	90 10	0 110	120	130	140	150	160	>160	
	PR <0.1	.1 .5	1 2 5 7 10	5 20 30 40 50	60 70 80	35 90 93	95 98 9	9 99.5	99.9		>99.9	
	SS <40 40	50 6	0 70 80	♦ 90 10	> 110	120	130	140	150	160	>160	
	PR <0.1	.1 .5	1 2 5 7 10	5 20 30 40 50	60 70 80	35 90 93	95 98 9	9 99.5	99.9		>99.9	
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	Age/Grade				
	READING	43	RPI	SS	
Ľ	READING	52 59 45	75/90 RPI	91 SS	
Ľ	Letter-Word Identification	36 67	75/90	93	
ľ	Passage Comprehension	x5 15 25 35 50 70 90 110 140 180 x6 10 20 30 40 60 80 100 120 160	<u>RPI</u> 75/90	<u>SS</u> 90	





Relative Proficiency Index

Reflects the individual's *proficiency* on tasks which would be typically performed with 90% proficiency at that age/grade level. Presents a statement of *likely* success for similar tasks based upon performance within the tests.

Example: Maria is predicted to perform with 34% success on those applied mathematics tasks that average, same-age peers would perform with 90% success. (RPI = 34/90)

SS/PR vs RPI

- Standard Scores/Percentile Ranks
- Norm-Referenced
- Ordinal Scale
- Relative Standing

Relative Proficiency Index (RPI)

- Criterion-Referenced
- Equal Interval Scale
- Quality of Performance
- Change Sensitive

Relative Proficiency Index

- Scores range from 0/90 to 100/90
- Compares the individual's performance to average age- or grade- peers who demonstrate 90% proficiency on the task
- Example: 45/90 on spelling indicates that the student would demonstrate 45% proficiency when an average peer would demonstrate 90% proficiency

Relative Proficiency Index

 Represents a person's quality of performance in the same way the Snellen Index describes quality of visual acuity



RPI InterpretationSnellen Index: 20/40 means the individual has to be at 20 feet to see what a person with normal vision can see at 40 feet Criterion-referenced index of a person's visual acuity

Using relative standing to define average Visual 25-34 35-44 45-54 55-64 65-74 Acuity 1.5 0.7 20/10+ 2.1 --20/15 50.4 49.5 18.2 4.2 0.9 20/20 76.7 44.6 21.0 5.7 75.1 20/30 85.5 86.3 68.3 42.8 25.0 "Average 38.3 for age 20/40 89.1 88.8 76.6 54.6 20/50 90.3 82.9 62.9 48.2 91.0 91.9 55.1 20/70 92.0 86.2 70.0 Approx. -1 SD Perf. for 95.6 94.7 94.5 90.2 84.0 20/100 age 20/200 98.6 97.1 98.3 97.9 93.2 <20/200 100+ 99.4 99.8 100+ 99.8

> In the case of a 65-year-old person's vision, which statement/score is more meaningful for understanding real world performance ?

Jessie is just within normal limits (55th percentile rank) for their age

OR

Jessie has visual acuity of 20/70

In the case of a student's performance on a test in a specified domain, which statement/score is more meaningful for understanding real world performance or accuracy ?

Jane has a standard score of 79 which puts her at the 8th percentile rank

OR

Jane can perform on certain tasks at 25 % accuracy while others of her age typically perform at 90% accuracy













Why does this happen?

- · Scores are derived differently
 - SS and PR use Standard Deviation
 - RPI does not use Standard Deviation
- Abilities develop differently
- · People are more variable on some tasks







W Difference	Relative Proficiency Index	Proficiency	Examinee will find age or grade-level tasks
-51 and below	0/90 to 3/90	Extremely Limited	Nearly Impossible
-50 to -31	3/90 to 24/90	Very Limited	Extremely Difficult
-30 to -14	24/90 to 67/90	Limited	Very Difficult
-13 to -7	67/90 to 82/90	Limited to Average	Difficult
-6 to +6	82/90 to 95/90	Average	Manageable
+7 to +13	95/90 to 98/90	Average to Advanced	Easy
+14 to +30	98/90 to 100/90	Advanced	Very Easy
+31 and above	100/90	Very Advanced	Extremely Easy



Exclusionary Factors

(b) Special rule for eligibility determination. A child must not be determined to be a child with a disability under this part— (1) If the determinant factor for that determination is—

- (i) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act (December 9, 2015)); (ii) Lack of appropriate instruction in math; or
- (jj) Limited English proficiency; and (2) If the child does not otherwise meet the eligibility criteria under \$300.8(a).

These are exclusionary factors for **eligibility** not the use of norm-referenced assessment.

Individual and Familial Factors

- · COVID has had a significant impact on all of us
- Individual students and their families may be experiencing significant financial or mental health impacts
- This is context for interpretation of norm-referenced, standardized assessments, not an indication that these tests should not be used







• WJ	Se S	Study 1 – Mai indicates primarily Avera	r iss _{ge re}	sa ading	and spelling	g	
		Primary Areas of Re	ading a	nd Spe	lling		
Area Tested	Battery	Cluster/Test	SS	PR	SS Classification	RPI	Proficiency
		Basic Reading Skills	92	30	Average	77/90	Limited to Average
Basic Reading	WJIV	1: Letter-Word Identification	90	24	Average	66/90	Limited
OKIIIS	ACH	7: Word Attack	96	40	Average	86/90	Average
		Reading Fluency	91	27	Average	67/90	Limited
		8: Oral Reading	88	22	Low Average	67/90	Limited to Average
Reading	WJIV	9: Sentence Reading Fluency	94	33	Average	66/90	Limited
Fluency / Rate	ACH	Reading Rate	94	35	Average	73/90	Limited to Average
		9: Sentence Reading Fluency	94	33	Average	66/90	Limited
		15: Word Reading Fluency	96	40	Average	79/90	Limited to Average
Casllins	WJIV	3: Spelling	85	15	Low Average	49/90	Limited
opening	ACH	16: Spelling of Sounds	93	31	Average	82/90	Average
Phoneme-		Phoneme-Grapheme Knowledge	94	34	Average	84/90	Average
Grapheme	ACH	7: Word Attack	96	40	Average	86/90	Average
	AQ11		0.2	24	A	02/00	A

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		Ability M	Measures								
Area Tested	Battery	Cluster/Test	SS	PR	SS Classification	RPI	Proficiency				
		Gf-Gc Composite	98	45	Average	88/90	Average				
		1: Oral Vocabulary	91	27	Average	80/90	Limited to Average				
Reasoning and	WJ IV	2: Number Series	99	47	Average	88/90	Average				
Kilowiedge	000	8: General Information	114	83	High Average	98/90	Advanced				
		9: Concept Formation	89	24	Low Average	72/90	Limited to Average				
		Oral Expression	96	39	Average	85/90	Average				
		1: Picture Vocabulary	98	46	Average	89/90	Average				
	WJ IV OL					5: Sentence Repetition	95	37	Average	81/90	Limited to Average
		Listening Comprehension	93	33	Average	84/90	Average				
Oral Language		OL	2: Oral Comprehension	98	44	Average	88/90	Average			
oral Earlyauge		6: Understanding Directions	90	26	Average	80/90	Limited to Average				
		Vocabulary	94	35	Average	85/90	Average				
		1: Picture Vocabulary	98	46	Average	89/90	Average				
	WJ IV COG	1: Oral Vocabulary	91	27	Average	80/90	Limited to Average				
	COG	8: General Information	114	83	High Average	98/90	Advanced				
		Academic Knowledge									
Knowledge	WJIV	18: Science									
	ACH	19: Social Studies									
		20: Humanities									

Case	0	uuy i — iviai					
		_		ba			
		Cognitive and Lir	nguistic	Abilitie	s		
Area Tested	Battery	Cluster/Test	ss	PR	Classification	RPI	Proficiency
Aleu lesteu	Duttery	Auditory Processing	100	51	Average	90/90	Average
	WJIV	5: Phonological Processing	101	53	Average	91/90	Average
	COG	12: Nonword Repetition	100	49	Average	90/90	Average
Phonological		Phonetic Coding	101	54	Average	91/90	Average
Awareness	WJIV	3: Segmentation	101	53	Average	91/90	Average
	OL	7: Sound Blending	101	53	Average	91/90	Average
		9: Sound Awareness					
	WJIV	4: Letter-Pattern Matching	102	54	Average	92/90	Average
	COG	11: Number-Pattern Matching	94	34	Average	76/90	Limited to Average
Orthographic		1: Letter-Word Identification	90	24	Average	66/90	Limited
Awareness	WJ IV	3: Spelling	85	15	Low Average	49/90	Limited
	ACH	7: Word Attack	96	40	Average	86/90	Average
		16: Spelling of Sounds	93	31	Average	82/90	Average
		Auditory Memory Span					
	WJ IV OL	5: Sentence Repetition	95	37	Average	81/90	Limited to Average
		18: Memory for Words					
	14/1 15 /	Short-Term Working Memory*	88	22	Low Average	75/90	Limited to Average
Memory	WJ IV	3: Verbal Attention	88	21	Low Average	71/90	Limited to Average
	000	10: Numbers Reversed	95	37	Average	82/90	Average
		16: Object-Number Sequencing	89	23	Low Average	70/90	Limited to Average
		Associative Memory					
	WJIV						

Panid Automatized	14/11/	Speed of Lexical Access	88	22	Low Average	76/90	Limited to Average
Kapid Automatized	01	4: Rapid Picture Naming	93	33	Average	78/90	Limited to Average
ivanning	OL	8: Retrieval Fluency	83	13	Low Average	74/90	Limited to Average
		Cognitive Processing Speed					
		4: Letter-Pattern Matching	102	54	Average	92/90	Average
Processing Speed	WJIV	17: Pair Cancellation					
Frocessing Speed	COG	Perceptual Speed	97	43	Average	86/90	Average
		4: Letter-Pattern Matching	102	54	Average	92/90	Average
		11: Number-Pattern Matching	94	34	Average	76/90	Limited to Average
		Cognitive Efficiency*	94	33	Average	82/90	Average
	WJ IV COG	3: Verbal Attention	88	21	Low Average	71/90	Limited to Average
Cognitive Efficiency		4: Letter-Pattern Matching	102	54	Average	92/90	Average
		10: Numbers Reversed	95	37	Average	82/90	Average
		11: Number-Pattern Matching	94	34	Average	76/90	Limited to Average
gnitive Efficiency	COG	4: Letter-Pattern Matching 10: Numbers Reversed 11: Number-Pattern Matching	95 94	37 34	Average Average Average	92/90 82/90 76/90	Average Average Limited to Average

	\$5440	40	50	60	70	8		90	100		110	120	130	140	150	160	
ABILITY (GIA)													-	1.1		• •	
	PH00.1 SS 440	40	50	60	1 2 70	0.71	0 15 20	30	40 50	60	110	120	130	140	150	160	
GF-GC COMPOSITE				1.	17	1.1		Ť.,	1			1.1	1	1 1			•
	PR40.1		0.1	0.5	1 2	571	0 15 20	30	40 50	60	70 80 85	90 93 95	98	99 99.5	99.9		
COMPREHENSION-	SS<40	40	50	60	70	8	1	90	100	-	110	120	130	140	150	160	
KNOWLEDGE (Gc)	PR/0 1		01	0.5	1 2	57.	0 15 20	- 10	40.50	60	20 80 85	00 01 05	08	00.00.5	00.0		-
	\$8<40	-40	50	60	70	8	1 1	90	100	~	110	120	130	140	150	160	
COMPHEHENSION-								· .		1				1.7			1
NNOWLEDGE- EXTENDED	PR<0.1		0.1	0.5	1 2	571	0 15 20	30	40 50	60	70 80 85	90 93 95	98	99 99.5	99.9		
	55<40	40	- 50	60	70	8	, 1	90	100	-	110	120	130	140	150	160	
FLUID REASONING (GI)	PRol 1		01	0.5	1 2	571	0 15 20	30	40 50	60	70 80.85	90 93 95	68	00.00.5	00.0		
	SS<40	40	50	60	70	8	1 1	90	100	~	110	120	130	140	150	160	
MEMORY (Gum)				· .	1.1	1.1				1		1.1	- 1	1.7	1. 1		
memorer (chini)	PR<0.1		0.1	0.5	1 2	571	0 15 20	30	40 50	60	70 80 85	90 93 95	98	99 99.5	99.9		
SHORT-TERM WORKING	55 40		- -	00				W	100	-	110	120	130	140	100	100	
MEMORY- EXTENDED	PR-0.1		0.1	0.5	1 2	571	0 15 20	30	40 50	60	70 80 85	90 93 95	98	99 99 5	00.0		
NUDITORY	55<40	40	50	60	70	0	1	90	100		110	120	130	140	150	160	
PROCESSING (Ga)	_							· .	100			1.11		1.1			
	PR40.1	40	0.1	0.5	1 2	571	0 15 20	30	40 50	60	70 80 85	90 93 95	98	99 99.5	99.9	100	
LONG-TERM	00.00		- "		1 1			ĩ.	100	-	119	120	130	140	100	- 100	
RETRIEVAL (GII)	PR40.1		0.1	0.5	1 2	571	0 15 20	30	40 50	60	70 80.85	90 93 95	98	99 99.5	99.9		•••







• W/10	/ Ach i	ndicates low reading an	d end	lling	performan	0	
	AGIT	indicates low reading an	u spe	Jilling	periormane		
		Primary Areas of Re	ading a	nd Spe	lling		
Acres Treated		Churtur Trat			SS	0.01	Desfields
Area Tested	Dattery	Basic Reading Skills	62	0.5	Very Low	1/90	Extremely Limited
Basic Reading	WJIV	1: Letter-Word Identification	63	1	Very Low	0/90	Extremely Limited
Skills	ACH	7: Word Attack	56	0.2	Very Low	3/90	Extremely Limited
		Reading Fluency	66	1	Very Low	1/90	Extremely Limited
		8: Oral Reading	57	0.2	Very Low	1/90	Extremely Limited
Reading	WJIV	9: Sentence Reading Fluency	78	7	Low	1/90	Extremely Limited
Fluency / Rate	ACH	Reading Rate	74	4	Low	1/90	Extremely Limited
		9: Sentence Reading Fluency	78	7	Low	1/90	Extremely Limited
		15: Word Reading Fluency	73	4	Low	0/90	Extremely Limited
0 11	WJIV	3: Spelling	66	1	Very Low	3/90	Very Limited
Spelling	ACH	16: Spelling of Sounds	68	2	Very Low	20/90	Very Limited
Phoneme-		Phoneme-Grapheme Knowledge	62	1	Very Low	8/90	Very Limited
Grapheme	WJIV	7: Word Attack	56	0.2	Very Low	3/90	Extremely Limited
Knowledge	ACH	16: Spelling of Sounds	68	2	Very Low	20/90	Very Limited

	Case Study 2 – Antonio			
1	Antoniola azade placement = 2.1			
	READING K.5	BP1 2/90	<u>SS</u> 71	PB
	BROAD READING	BPI 3/90	<u>SS</u> 73	PB 4
	BASIC READING SKILLS	BP1 2/90	SS 65	PB 1
Т	READING COMPREHENSION	BPI 13/90	<u>SS</u> 73	PB 4
L	ASIC READING SKILS KG KG KS KS	BP1 13/90	32 65 53 73	E.

0400 0		· · · · · · · · · · · · · · · · · · ·								
		Ability I	Measures							
Area Tested	Battery	Cluster/Test	SS	PR	SS Classification	RPI	Proficiency			
	1.1	Gf-Gc Composite	98	44	Average	88/90	Average			
Descenting and	MIN	1: Oral Vocabulary	103	57	Average	92/90	Average			
Knowledge	COG	2: Number Series	95	38	Average	81/90	Limited to Average			
raiomedye	000	8: General Information	93	33	Average	81/90	Limited to Average			
		9: Concept Formation	103	59	Average	93/90	Average			
		Oral Expression	96	39	Average	85/90	Average			
		1: Picture Vocabulary	93	33	Average	83/90	Average			
						5: Sentence Repetition	98	45	Average	87/90
	WJIV	Listening Comprehension	96	39	Average	86/90	Average			
Oral Language	OL	2: Oral Comprehension	97	41	Average	87/90	Average			
		6: Understanding Directions	96	39	Average	86/90	Average			
		Vocabulary	98	44	Average	88/90	Average			
		1: Picture Vocabulary	93	33	Average	83/90	Average			
	WJ IV COG	1: Oral Vocabulary	103	57	Average	92/90	Average			
	WJ IV COG	8: General Information	93	33	Average	81/90	Limited to Average			
		Academic Knowledge	91	27	Average	77/90	Limited to Average			
Knowledge	WJIV	18: Science	97	43	Average	86/90	Average			
	ACH	19: Social Studies	95	38	Average	84/90	Average			
		20: Humanities	02	10	1	50100	A fraction of			

Case	3 2	tudy 2 – Ant	on	0			
Area Tested	Battery	Cognitive and Lir	guistic	Abilitie:	S SS Classification	RPI	Proficiency
		Speed of Lexical Access	90	25	Average	77/90	Limited to Average
Rapid Automatized	WJIV	4: Rapid Picture Naming	89	24	Low Average	63/90	Limited
Naming	OL	8: Retrieval Fluency	96	39	Average	87/90	Average
		Cognitive Processing Speed	78	7	Low	15/90	Very Limited
		4: Letter-Pattern Matching	76	5	Low	9/90	Very Limited
	WJIV	17: Pair Cancellation	83	13	Low Average	24/90	Very Limited
Processing Speed	COG	Perceptual Speed	78	7	Low	8/90	Very Limited
	provide a second	4: Letter-Pattern Matching	76	5	Low	9/90	Very Limited
		11: Number-Pattern Matching	81	11	Low Average	7/90	Very Limited
		Cognitive Efficiency*	78	7	Low	27/90	Limited
		3: Verbal Attention	69	2	Very Low	19/90	Very Limited
Cognitive Efficiency	COC	4: Letter-Pattern Matching	76	5	Low	9/90	Very Limited
	000	10: Numbers Reversed	102	57	Average	93/90	Average
		11: Number-Pattern Matching	81	11	Low Average	7/90	Very Limited
"The extended version Adapted from Dyslexi	a Profile, (uster was administered. D 2017 C. Proctor, N. Mather, T. Stephen	s-Pisecco	o, and L.	E. Jaffe		
	14/1 15/	Short-Term Working Memory*	85	15	Low Average	62/90	Limited
Memory	COG	3: Verbal Attention	69	2	Very Low	19/90	Very Limited
	000	10: Numbers Reversed	102	57	Average	93/90	Average
		16: Object-Number Sequencing	87	19	Low Average	60/90	Limited



Case Study 2 – Antonio

- COVID-19 Impact Profile Checklist:
- Death of a close family member (grandmother) due to COVID-19
- Erratic sleeping patterns noted during quarantine
- Father experienced job loss during the pandemic
- Student engaged in remote instruction as possible but often appeared tired and was frequently disconnected due to unreliable wifi connection.

- Eligibility considerations:
 Processing deficits in areas predictive of reading disability
 - · History of underachievement Current academic impact
- While the pandemic may have exacerbated the impact of the student's disability, this evaluation appears to indicate a disability that exists prior to COVID that requires specially designed instruction.

Conclusion

- When assessing students during COVID, school psychologists should
 - Choose assessment tools with robust normative data sets
 - Use these tools to their greatest capacity
 - Consider exclusionary factors
 - Consider the individual and familial factors that are the context for the student's performance



OVID-19 IMPACT PROFILE CHECKLIST	ID: Grade:		onsider and document the potential impact the COVID-19 pandemic on a student's academic ration in regard to the following areas: ocio-economic 3.) Educational/Academic <i>i formal testing</i> or by student support teams <i>prior to referring</i> a student for formal testing.	on is to obtain information regarding the direct impact of COVID-19 on the student's academic,	member Was an extended family member Was there a death of a close family ? diagnosed with COVID-19?	If yes, who?	n information regarding the possible impact of COVID-19 on the student's psycho-social well-being	COVID-19? Explain:	20VID-19 self-quarantine? Explain:	:ual)? Explain:	Explain:	Explain:	ain information regarding the possible impact of COVID-19-related socio-economic stressors and	Explain:	od or other goods and services during COVID-19? Explain:	? Explain:
ights [°] C		School:	school personnel formally co uiding questions for consider -social 3.) So ersonnel <i>prior to conducting</i> with other multiple sources o	nt The purpose of this sectio Js.	Was an immediate family r diagnosed with COVID-19:	If yes, who?	se of this section is to obtair's functioning.	sion and/or anxiety prior to C	creased anxiety during the C	(e.g., sleeping more than usi change after COVID-19 (e.g., i	emote social interaction?	tine for school activities?	pose of this section is to obto nctioning.	lunch prior to COVID-19? during COVID-19?	r assistance programs for foc	l., paying rent or mortgages)? uring COVID-19 regarding bil
🔆 Riverside Ins	Student Name:	DOB:	This checklist is intended as a tool to help and emotional functioning and provides g 1, Psychc The checklist can be used by evaluation p Additionally, findings should be integrated	Direct Impact of COVID-19 on the stude psycho-social, and socio-economic statt	Was the student diagnosed with COVID-19?	If yes: Details about treatment and recovery:	Psycho-Social Considerations The purpe and consider such impact on the student	Was the student diagnosed with depres	Did the student appear to experience in	 Did the student's sleep patterns change Did the student's behavior significantly control 	Did the student have opportunities for te	Did the student have an established rou	Socio-Economic Considerations The pur consider such impact on the student's fur	Was the student receiving free/reduced Did the student's parent(s) lose a iob(s) (Did the family rely on food bank or othe	Did the family struggle with housing (e.g. Were there increased family stressors d

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COVID-19 IMPACT PROFILE CHECKLIST

Educational/Academic Considerations The purpose of this section i performance and consider such impact on the student's academic p	is to obtain information regarding the possible impact or performance.	.COVID-19 on the student's academic
Student's educational trajectory prior to/during COVID-19 How did the student perform academically prior to COVID-19? Strenoths:	Grades Review school's grading policy for Spring 2020 (e.g., p no penalty for late submission)	ass/fail, reduction in requirements,
Weaknesses:	What were the student's grades prior to instructional changes resulting from COVID-19? Writing:	What were the student's grades during COVID-19 virtual instruction? Writing:
How did the students perform academically during remote instruction? Strengths:	Science:	Science:
Weaknesses:	Other:	Other:
Virtual Academic Instruction • What mode(s) of instruction were utilized during remote instruction?	r? Live virtual sessions? Video-taped lessons? Posted ass	ignments?
 Did student have access to necessary technology to engage in aca Did the student have a quiet place at home to complete schoolworl Did the student have the necessary support from a parent or sibling 	ademic instruction (computer, internet, etc.)? rk with minimal distraction? ig, needed to complete assignments? Expla	
Did the student continue to receive necessary academic support dur	Iring COVID-19 (e.g., interventions or remedial instruction	? Explain:
<u>Student Engagement in Learning</u> • Did student participate in virtual instructional meetings with teacher	er if offered? Explain:	
 Did the student complete necessary assignments? Exp. Is there evidence of progress monitoring? (e.g.,iStation) 	plain: Explain:	
Tammy L. Stephens, Ph.D. & Sarah B. Holman, Ph.D. (2020)		800.323.9540 • riversideinsights.com

del IMPACTO COVID-9	Grado:		entar formalmente el potencial de impacto de la siderarse en las siguientes áreas: ámico	unce iyo al estudiante <i>antes de referir</i> al estudiante a una	itivas para el futuro del estudiante. el COVID-19 en el estatus académico, psicosocial y	ktendidakHa muerto algún miembro de su familiadel covID-19?del covID-19?	De ser así, ¿Quién fue?	bienestar psicosocial del estudiante y considerar cómo	Explique:		en términos de los estresores socioeconómicos y	te el COVID-19? Explique:	
Cotejo: PERFIL	IDEN.:		las escuelas a considerar y docume oveer una guía de preguntas a con: a) Educerional Arad	o por miembros del equipo de apo	se trata de tomar decisiones educa rmación sobre el impacto directo d	¿Algún miembro de la familia ex fue diagnosticado con el COVID-	De ser así, ¿Quién fue?	oosible impacto del COVID-19 en el	xplique: xplique: xplique: , ira, rabietas, retraimiento, etc.)?		e el posible impacto del COVID-19 e	ique: lique: a comida, bienes y servicios durant	lue:
ghts° Lista De		Escuela:	creó con el propósito de ayudar al personal de académico y emocional de los estudiantes y pro corial	nal evaluador antes de una evaluación formal	rse con datos de muchas otras fuentes cuando s nte El propósito de esta sección es obtener infor	¿Fue diagnosticado con el COVID-19 algún miembro de su familia inmediata?	De ser así, ¿Quién fue?	e esta sección es obtener información sobre el p	sión y/o ansiedad antes del COVID-19? E OVID-19, mostró un aumento de ansiedad? E dormía más de lo acostumbrado)? E amiento después del COVID-19 (i.e., más llanto	uar socialmente de manera remota? Explique: ara sus actividades escolares? Explique:	ito de esta sección es obtener información sobre niento del estudiante.	almuerzo gratis o a precio reducido? Expl mpleos durante o a causa del COVID-19? Expl u otros programas de asistencia nutricional para	da (i.e., pagar renta o hipoteca)? Expliq ante el COVID-19 debido a las facturas? Explig
🔆 Riverside Insi	Nombre Estudiante:	Nació: Fecha	Esta lista de cotejo es una herramienta que se (pandemia del COVID-19 en el funcionamiento a 1) Deizoco	La lista de cotejo puede ser usada por el persor evaluación formal.	Adicionalmente, los hallazgos deberán integrar Impacto Directo del COVID-19 en el estudiar	¿Fue diagnosticado el estudiante con el COVID-19?	De ser así, detalle el tratamiento y su recuperación:	Consideraciones Psicosociales El propósito de eso impacta su funcionamiento.	 ¿Fue diagnosticado el estudiante con depre: ¿Durante la cuarentena autoimpuesta del C(¿Hubo cambios en su patrón al dormir (i.e., ¿Hubo cambios significativos en su comporti 	 ¿El estudiante tuvo oportunidad de interacti ¿El estudiante tuvo una rutina establecida p: 	Consideraciones Socioeconómicas El propósi considerar cómo éstos impactan el funcionam	 ¿Antes del COVID-19, recibía el estudiante a ¿Los padres del estudiante perdieron sus en ¿La familia recurrió a bancos de alimentos u 	 ¿La familia lucho con dificultades de viviend ¿Los estresores familiares aumentaron dura

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Lista De Cotejo: PERFIL del IMPACTO COVID-9

Consideraciones Educacionales/Académicas El propósito de esta sección es obtener información sobre el posible impacto del COVID 19 al rendimiento académico y considerar ese

ווווףמכנס פח פו רפחמותופחנס מכממפתוכס מפ חעפצנרס פצנעמומחנפ .		
Trayectoria educativa del estudiante antes y durante el COVID-19 ¿Qué tal el rendimiento académico del estudiante antes del COVID-19?	<mark>Calificaciones</mark> Revise la política que uso su escuela para calificar en la prir aprobado, reducción en los requisitos, no penalizar entreg	iavera del 2020 (i.e., aprobado/ no s tardías de trabajos sometidos).
Debilidades:	¿Cuáles eran las calificaciones del estudiante previo a los cambios en la instrucción como resultados del COVID-19? Escritura (redacción):	¿Cuáles fueron sus calificaciones durante la instrucción virtual por el COVID-19 virtual ? Escritura (redacción):
¿Cómo fue su rendimiento académico durante la instrucción remota? Fortalezas:	denua: Matemáticas: Estudios sociales: Lectura:	Ciencia: Matemáticas: Estudios Sociales: Reading:
Debilidades:	01005:	Otros:
Instrucción Académica Virtual •¿Qué medios de instrucción fueron utilizados durante la instrucción rem	ا mota؟ ¿Sesiones virtuales en vivo? ¿Lecciones grabadas en Vi	leo? ¿Tareas publicadas en la red?
 ¿El estudiante tuvo acceso a la tecnología necesaria para participar en la ¿Contó el estudiante con un lugar tranquilo en su hogar que le permitier ¿Contó el estudiante con el apoyo necesario del p/madre o hermano/a, 	la instrucción académica (computadora, internet, etc.)? era hacer sus tareas escolares con el mínimo de distracciones , requeridos para completar sus tareas escolares?	Explique:
• ¿El estudiante continuó recibiendo el apoyo académico necesario duran	nte el COVID-19 (i.e., intervenciones o instrucción remediaría	;)? Explique:
Participación Estudiantil en el Aprendizaje •¿El estudiante participó en reuniones de instrucción virtual si fueron ofre	recidas por la maestra? Explique:	
¿Completó el estudiante los trabajos necesarios? Explique: _ ¿Hay evidencia de monitoría del progreso? (e.i.,iStation) Explique:		
Creado por Tammy L. Stephens, Ph.D. y Sarah B. Holman, Ph.D. (2020)	Traducido por Iris M. Escudero, PhD. (octubre 2020)	800.323.9540 • riversideinsights.com

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Woodcock-Johnson[®] IV: Score Interpretation Chart

Criterion-Referenced Interpretation of RPI Scores

Instructional Level	Independent	Instructional	Frustration
RPI	96/90 to 100/90	76/90 to 95/90	75/90 and below

Interpretation of RPI Scores

<i>W</i> Difference Values	Reported RPIs	Proficiency	Implications
+31 & above	100/90	Very Advanced	Extremely Easy
+14 to +30	98/90 to 100/90	Advanced	Very Easy
+7 to +13	95/90 to 98/90	Average to Advanced	Easy
-6 to +6	82/90 to 95/90	Average	Manageable
-13 to -7	67/90 to 82/90	Limited to Average	Difficult
-30 to -14	24/90 to 67/90	Limited	Very Difficult
-50 to -31	3/90 to 24/90	Very Limited	Extremely Difficult
-51 or below	0/90 to 3/90	Extremely Limited	Nearly Impossible

W Difference Interpretation

	CALP Level	W Difference	RPI	Instructional Implications
9	Very Advanced	+31 & above	100/90	Extremely Easy
£	Advanced	+14 to +30	98/90 to 100/90	Very Easy
4–5 (4.5)	Fluent to Advanced	+7 to +13	95/90 to 98/90	Easy
4	Fluent	-6 to +6	82/90 to 95/90	Manageable
3–4 (3.5)	Limited to Fluent	-13 to -7	67/90 to 82/90	Difficult
ĸ	Limited	-30 to -14	24/90 to 67/90	Very Difficult
2	Very Limited	-50 to -31	3/90 to 24/90	Extremely Difficult
-	Extremely Limited	-51 or below	0/90 to 3/90	Nearly Impossible
CALP Levels are based	a on how far above or below the examine	e's score falls from average score for ag	e or grade mates.	

The W Difference score represents this distance.