Tackling the Backlog By Streamlining the Assessment Process

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Author of C-SEP
Author of Beyond the Score Webinar Series
Agenda

• COVID-19 Implications on Assessment Practices
  • How did COVID-19 Impact Evaluators?
• Current Status of Assessment
  • Backlogs
  • Over-testing Practices
• Strategies for Addressing the Assessment Backlog
• Resources for Collecting, Organizing, and Interpreting Data
• Targeted Assessment Practices

In the chat, indicate how many assessments your district has waiting to be completed.
COVID-19 Implications on Assessment Practices

• Responses varied across the country depending on school closures
  • Stopped testing
  • Conducted remote testing
  • Conducted F2F testing with PPE

Current Status of Assessment due to COVID-19

• Some districts across the country are more than 1,000 assessments behind
• Some districts were able to work throughout the summer to catch up
• Some districts are hiring contractors to assist with the backlog
Current Trends in Assessment Practices

- "Standard Protocol Approach"
  - Set number and type of tests are administered no matter the referral question (e.g., SLD Basic Reading, Math Calculations, etc.) or type of referral (e.g., initial evaluation, re-evaluation, etc.)
  - Normative scores derived from the publisher are not always utilized. Instead, scores are entered into another software program where the scores are manipulated and based on contrived norms
  - Eligibility decisions are based almost exclusively on the standard scores of the tests used
  - Multiple sources of data are used as confirmatory rather than integrated into analysis
  - Role of professional judgment is minimized

Strategies and Resources for Addressing the Backlog
Deep Breaths & Meditation

Strategies & Resources for Addressing the Backlog

• Collect, Organize, & Interpret Multiple Sources of Data (MSD)
  • What Does Policy Say about Multiple Sources of Data?
  • What are Multiple Sources of Data (MSD)?
  • How should the MSD be used within an assessment?

• Resources for Collecting, Organizing & Interpreting Multiple Sources of Data (MSD)
  • Multiple Sources of Data Worksheet (Holman, 2019)
  • Guided Questions for Analyzing MSD (Stephens, 2019)
  • COVID-19 Questionnaires (Stephens & Holman, 2021)
  • Exclusionary Factors Worksheet (Stephens & Moon, 2021)

• Determine Between Necessary vs Sufficient Data
  • What is Required and What is Sufficient??

• Utilize a Targeted, Purposeful Assessment Process (e.g., Core-Selective Evaluation Process; C-SEP)
Collect, Organize, and Interpret Multiple Sources of Data

ASSESSMENT vs Testing
What Does Policy Say About MSD?

Special Education Policy: What Does the Law Say About MSD?

<table>
<thead>
<tr>
<th>34 Code of Federal Regulations § 300.309</th>
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<tbody>
<tr>
<td>The child must be <strong>assessed</strong> in all <strong>areas of suspected disability</strong> (4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.</td>
<td>May <strong>not use any single measure or assessment as the sole criterion</strong> for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.</td>
</tr>
<tr>
<td><strong>Exclusionary Factors</strong> must be ruled out as the primary cause of academic struggle (300.8)</td>
<td>Use a <strong>variety of assessment tools and strategies</strong> to gather relevant functional, developmental, and academic information about the child. Including information provided by the parent, that may assist in determining whether a child has a disability; and use it for individualized educational planning.</td>
</tr>
<tr>
<td>Assessments and other evaluation materials used to assess a child under this part— (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;</td>
<td>Tests are <strong>administered in accordance</strong> with any <strong>instructions provided by the producer</strong> of the assessments.</td>
</tr>
</tbody>
</table>
The Data Gathering Process: What We Know

- May not use a single measure or assessment as the sole criterion.
- Must **assess** the child in all areas related to the suspected disability.
- Must use technically sound instruments that are:
  - Racially & culturally fair; administered in the student’s native language.
  - Used for the purpose in which they are valid and reliable.
  - Administered as designed by trained professionals.
- Assessment data directly assist the IEP/ARD committee in determining the educational needs of the child.
- The evaluation is sufficiently comprehensive to identify the child’s special education and related services needs.
- Review existing relevant evaluations and data to determine what additional data are needed.

Multiple Data Sources

- **Response-to-Intervention (RTI): Interventions & Progress Monitoring Charts**
- **In-Class Tests**
  - Grades Over Time
  - Norm or Criterion Referenced Tests
  - Statewide Assessments
  - Teacher Input
  - Parent Information
  - Work Samples
  - District Benchmarks
  - Vision/Hearing Screenings
  - Language History
  - Attendance Records
- **Health & Development Information**
- **Student Interview**
- **Educational Records Review**
- **Observation in Classroom in Area of Struggle**
- **Observation in Classroom in Area of Strength**
- **Testing Observation**
- **Discipline/Behavior Data**
- **Special Ed Records (if applicable)**
Multiple Measures of Assessment (TEA, 2020)

- Referral Data
- Record Review
- Vision/Hearing Screening
- Work Samples
- Parent Information/Interview
- Teacher Information/Interview
- Observations – school/home
- Teacher-made/Textbook quiz
- District Benchmarks
- Curriculum Based Measurement (CBM)
- Running Records
- Progress Monitoring
- Universal Screeners

Performance level of taught curriculum

Informal
- Identify strengths / weaknesses without norms
- Identify strengths / weaknesses compared to norm group

Curriculum-based
- STARR results
- Universal Screeners
- Iowa Test of Basic Skills (ITBS)
- Briggance
- Texas English Proficiency Assessment System (TELPAS)
- Advanced Placement Tests
- Scholastic Aptitude Test (SAT)
- American College Test (ACT)

Performance in relation to specific tasks

Norm-referenced
- Standardized Measures:
  - Achievement tests
  - Cognitive Tests
  - Developmental Measures
  - Specialized Measures

Criterion-referenced
- Falls information
- Extensive written numeracy
- Language proficiency
- Articulation, receptive & expressive language, pragmatics, and/or nonverbal communication
- Ophthalmologist’s or optometrist’s vision report
- Functional vision evaluation
- Learning media assessment
- Communication assessment for deaf or hard of hearing
- Language proficiency
- Language samples
- Language evaluation
- Physical therapy evaluation
- audiological assessment
- OMM evaluation
- Speech-language evaluation
- Communication assessment for deaf or hard of hearing
- Critical factors which could impact classroom performance
- Critical factors which could impact classroom performance
- Critical factors which could impact classroom performance

Assessment Guidance Document (TEA, 2020)

Evaluation Considerations During COVID-19

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Existing Evaluation Data/Rental Compatible Components</th>
<th>Non-remote Compatible Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Referral</td>
<td>□ Home Language Survey □ LPAC data □ Native language &amp; language of instruction</td>
<td>□ Language proficiency □ Articulation, receptive &amp; expressive language, pragmatics, and/or nonverbal communication</td>
</tr>
<tr>
<td>Language/Communication</td>
<td>□ Vision &amp; hearing screening □ Developmental history □ Medical conditions, medications, &amp; hospitalizations □ Information from school nurse (including health services)</td>
<td>□ Physical therapy evaluation □ Audiological assessment □ OMM evaluation</td>
</tr>
<tr>
<td>Physical</td>
<td>□ Parent information (including family history) □ Teacher information □ Educational history (grades, moves, attendance, etc.)</td>
<td>□ Communication assessment for deaf or hard of hearing</td>
</tr>
<tr>
<td>Sociological</td>
<td>□ Parent information (including family history) □ Teacher information □ Educational history (grades, moves, attendance, etc.)</td>
<td>□ Communication assessment for deaf or hard of hearing</td>
</tr>
<tr>
<td>Classroom Observation</td>
<td>□ Parent information □ Teacher information □ School counselor information □ Discipline Records □ Reports from outside agencies</td>
<td>□ Communication assessment for deaf or hard of hearing</td>
</tr>
<tr>
<td>Emotional/Behavioral</td>
<td>□ Parent information □ Teacher information □ School counselor information □ Discipline Records □ Reports from outside agencies</td>
<td>□ Communication assessment for deaf or hard of hearing</td>
</tr>
<tr>
<td>Academic/Developmental</td>
<td>□ Parent information □ Teacher information □ Grades over time □ State assessment history □ Local assessment history □ Interventions &amp; progress</td>
<td>□ Communication assessment for deaf or hard of hearing</td>
</tr>
<tr>
<td>Cognitive/Adaptive Behavior</td>
<td>□ Parent information (functional skills at home &amp; in community) □ Teacher information (functional skills at school) □ Rating scales</td>
<td>□ Communication assessment for deaf or hard of hearing</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>□ Parent information □ Teacher information □ Technology resources available to all students □ Current technology accommodations provided</td>
<td>□ Communication assessment for deaf or hard of hearing</td>
</tr>
</tbody>
</table>

*not an exhaustive list & not all items apply to all students
Adapted from Special Education Guidance: Evaluation Considerations During COVID-19, TEA April 2, 2020
Resources for Collecting, Organizing, and Interpreting MSD

Organizing Data is Key in Planning a Targeted Assessment

• Organization is KEY to understanding the data and the learner!!
• Benefits of organizing data:
  • All data collected on the student is documented in one place
  • Ability to interpret the data in relation to other sources of data (e.g., preliminary emergence of strengths & weaknesses)
  • Ability to identify what data is needed, yet missing
  • Allows evaluator to determine what type(s) of formal testing is needed
# Multiple Sources of Data Worksheet (MSDW)

**Student Name:**
- LEP, AT RISK, Other:

**DOB/Age:**
- Campus:
- Initial/ Re-eval:
- PEIMS Ethnicity:

**Area(s) of Eligibility:**
- Grade Level:

### Attendance
<table>
<thead>
<tr>
<th>Retention</th>
<th>Total Days Absent</th>
<th>Health Information</th>
<th>Language</th>
<th>Parent Information</th>
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<tbody>
<tr>
<td>Never been retained</td>
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<td>OR</td>
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<tr>
<td>Years retained</td>
<td>Total Days Tardy</td>
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### STAAR Results

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<tr>
<th>Reading</th>
<th>Math</th>
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<tbody>
<tr>
<td>Grade</td>
<td>DNM/L I</td>
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### Observation/Interview Notes

**Report Card Grades:**

**Math:**
- Reading: | Writing: | Science: | Social Studies: |

**Teacher Information:**

**Teacher Concerns**

- 1) Basic Reading/Decoding (1, 2, 3, 4)
- 2) Oral Reading/Fluency (1, 2, 3, 4)
- 3) Math Calculation (1, 2, 3, 4)
- 4) Math Calculation (1, 2, 3, 4)
- 5) Math Problem Solving (1, 2, 3, 4)
- 6) Listening Comprehension (1, 2, 3, 4)
- 7) Oral Expression (1, 2, 3, 4)
- 8) Written Expression (1, 2, 3, 4)

### RTI

**Intervention(s) Implemented/Subject:**

**Outcome of RTI**

**Strengths/Weaknesses**

**Exclusionary Factors**

**Failure to Meet Grade Level Standards**

**Review of Educational Records**

**Area(s) of Eligibility:**

Sarah B Holman 9-2019
USING MSD TO ESTABLISH A PRELIMINARY PATTERN OF STRENGTHS

<table>
<thead>
<tr>
<th>Observation/Intervention Notes</th>
<th>Other Assessment Results</th>
<th>Curriculum Assessments:</th>
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USING MSD TO ESTABLISH A PRELIMINARY PATTERN OF WEAKNESSES

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MSDW Analysis & Interpretation Considerations

- What preliminary patterns of strengths emerged?
- What preliminary patterns of weaknesses emerged?
- Are the strengths and weaknesses supported by multiple sources of data (cross validation)?
- Which exclusionary factors have been ruled out?
- What additional, if any data is needed to rule out the remaining exclusionary factors?
- What additional information do you need to complete a comprehensive evaluation of the student?

Multiple Sources of Data Guiding Questions

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Records</td>
<td>Has the child missed a large number of school days during the current school year? What was the student’s attendance like during the earlier years? Does the child have a history of tardiness to school or classes? If so, consider whether the child had an opportunity to learn the skills.</td>
</tr>
</tbody>
</table>

Consider & Rule Out Exclusionary Factors

Refer to C-SEP Manual Pages 94-98

300.311(a)(6)

34 Code of Federal Regulations § 300.311 Specific documentation for the eligibility determination.

(a) For a child suspected of having a specific learning disability, the documentation of the determination of eligibility, as required in §300.306(a)(2), must contain a statement of—

(6) The determination of the group concerning the effects of a visual, hearing, motor disability, or an intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and

Last Amended: 82 FR 31913, July 11, 2017
Entered: Aug. 7, 2017

Exclusionary Factors Checklist

Should be considered and documented as not being the primary cause of student struggle.

Page 23- C-SEP Manual

Preliminary Rule Out during the Review Stage; Revisit again during the Decide Stage.

Pages 94-98 of C-SEP Manual Reproducible Form
Exclusionary Factors Checklist

(Stephens & Moon, 2021)

SLD Exclusionary Factors Checklist

(Stephens & Moon, 2020)
COVID-19 Impact Profile Checklist
(Stephens & Holman, 2020)
COVID-19 Impact Profile Checklist

(Stephens & Holman, 2020)

Work Smarter, Not Harder

Targeted, Purposeful Assessment Practices
Movement Away from Over Testing Students

- Movement away from the “Standard Protocol Approach” to assessment, where we test everything
- Historically, students have been over tested using formal tests
- All areas are tested, regardless of the presenting problem
- Overreliance on standard scores when making eligibility determination
- Multiple sources of data seldom used/integrated with formal data

Core-Selective Evaluation Process (C-SEP)

- Developed in 2015 in Texas by Stephens & Schultz
- Targeted, purposeful assessment (PSW) framework
- Collection, Organization, and Analysis of MSD is the first step of the assessment process
- Multiple sources of data are used to:
  - clarify the referral question,
  - conduct preliminary assessment of exclusionary factors,
  - assess instruction and instructional response,
  - establish underachievement, and
  - identify patterns of academic strengths and academic weaknesses.
- Formal testing is conducted to further tease out areas of weakness
- 3 P’s of C-SEP
  - Integration of MSD with formal testing results
  - Triangulation of data results is compared to policy to determine SLD
C-SEP Framework

(Stephens, 2015)

Critical Steps of C-SEP (Stephens, 2015)

REVIEW
- Multiple Sources of Data Considered

PLAN
- Targeted & Legally Defensible Plan of Assessment

ASSESS
- Targeted & Purposeful Assessment Conducted
- Core & Selective Tests Administered

DECIDE
- Triangulation of Data & Professional Judgment Utilized to Determine PSW
- Task Analysis

Eligibility Determination & Instructional Programming
**Necessary vs. Sufficient Data**

- **Necessary**
  - “Is there data that is required/necessary for the disability condition?”

- **Sufficient**
  - “Do you have multiple data sources and types that converge to sufficiently and comprehensively identify the student’s needs?”

  (TEA Guidance Document, 2020)

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**Engage in Targeted Assessment Practices**

- Testing vs. Assessment – understanding there is a difference
- Use MSD to Establish the Focused Referral Question (FRQ)
- Use the FRQ to Create a Purposeful Testing Plan
- Riverside Insights’ tests (WJ IV, WMLS III, Bateria IV) were developed to be used in a targeted way
Planning a Targeted Testing Plan

C-SEP’s Plan Step includes:

- Review organized and data collected REVIEW stage.
- Review/Create the working testing hypothesis of the referral concern.
- Review/Create the FRQ.
- Determine what additional data are needed to answer referral question.
- Consider student’s background (e.g., language, socioeconomic status, etc.) and referral concern to:
  - Select assessment battery.
  - Select “core” tests based on the referral question.

Guidance When Selecting Assessment Instruments

- Age of Student
- Suspected Disability
- Language Loading
- Cultural Appropriateness
- Intellectual Capacity
- Referral Question
Targeted Testing Plan: Guidance for Selecting **Core and Selective Tests**

Most revisions of major assessments include a “core” or “primary” and “selective” or “secondary” group of tests.

Tests designated as the “core” are the most reliable and ecologically valid measures of the battery and are used as the foundation of the C-SEP evaluation.

Each battery of the WJ IV (COG, OL, and ACH) and Bateria IV have a designated set of “core” tests.

The WJIV, Bateria IV, and WMLS III offer additional guidance through the Selective Testing Table.

Targeted Assessments: Selecting the Core testing – Additional Thoughts

The Focused Referral Question (FRQ) will drive the Targeted Testing Plan.

The core should be reflective of the areas of suspicion.
Establishing a Testing Hypothesis & Focused Referral Question (FRQ)

C-SEP recommends the formation of a Testing Hypothesis and Focused Referral Question (FRQ) as the first step of creating a Targeted Testing Plan.

Determine needed evaluation components based on suspected weaknesses in psychological processing and achievement.

The Testing Hypothesis is formulated to describe the nature of the difficulty and develop an assessment plan to target and comprehensively assess the area(s) of suspected disability.
Typical Reasons for Referral

- Often vague and unfocused.
- He can’t read.
- She can’t do anything (all boxes checked).
- He cannot focus.
- Difficulty with reading and math.

Often results in a “standard protocol approach” to assessing the student, all areas of tested.

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Testing Hypothesis Worksheet- Basic Reading

- Allows the teacher or diagnostician to focus on specific areas of suspected disabilities.
- Helps target assessment.
- Links reading performance relative to intellectual development with psychological processing area.
- Worksheets available for:
  - Basic Reading
  - Reading Comprehension
  - Reading Fluency
  - Written Expression

Portland Public Schools SLD Manual, 2015
Testing Hypothesis Worksheet - Math Calculations

- Helps target math assessment.
- Links math performance relative to intellectual development with psychological processing area.
- Worksheets available:
  - Math Calculations
  - Math Problem Solving

Portland Public Schools SLD Manual, 2015

The Testing Hypothesis and FRQ will Guide the Targeted Testing Plan
Steps for Establishing A Testing Hypothesis & Focused Referral Question (FRQ)

“Hypotheses are always in declarative sentence form, and they relate, either generally or specifically, variables to variables.”

“A research question is essentially a hypothesis asked in the form of a question.” “It is a tentative prediction about the nature of the relationship between two or more variables.”

Hypothesis Statements

A hypothesis statement is typically an educated guess as to the relationship between factors and serves as the basis for an experiment/assessment to test whether the relationship holds true.

Example:

Susie struggles in math reasoning, specifically her difficulty identifying appropriate procedures necessary to solve math problems, is likely due to a deficit in fluid reasoning.
Focused Referral Question (FRQ)

➢ The referral question guides and centers your assessment plan.
➢ It should be clear and focused, as well as synthesize multiple sources to present your unique argument.
➢ It is the testing hypothesis asked in the form of a question.

Example:
• Are Susie’s struggles in math reasoning, specifically when asked to identify appropriate procedures necessary to solve the problem, the result of a deficit in one or more of the psychological processes (e.g., fluid reasoning, working memory, processing speed, etc.) involved in math problem solving skills and consistent with the construct of SLD?
What preliminary patterns of strengths emerged?

What preliminary patterns of weaknesses emerged?

Are the strengths and weaknesses supported by multiple sources of data (cross validation)?

Which exclusionary factors have been preliminarily ruled out?

What additional, if any data is needed to rule out the remaining exclusionary factors?

What additional information do you need to plan and complete a comprehensive evaluation of the student?
Review of Multiple Sources Of Data Collected PRIOR TO Formal Testing: Dannie

Support for Referral Question
❑ Analysis of data found support for the reason for referral (adequate data was collected). MSD
  Support a pattern of weaknesses in Reading & writing

Preliminary Pattern Emergence
❑ Based on parent, teacher, and student information, benchmark data, work samples, statewide
  assessment results, and report card grades, an initial pattern of weakness in the areas of reading
  and writing are evident; as well as a strength in Math.

Exclusionary Factors:
❑ Preliminary rule out of exclusionary factors.

Failure to meet Grade level standards:
❑ MSD support Failure in Reading, Writing, and Oral Language

Additional data needed:
❑ Student observation, formal testing plan
Sample Referral Assessment Plan - Dannie

Hypothesis:
Dannie appears to have a possible SLD in Basic Reading, Reading Comprehension, Reading Fluency, and Written Expression. Additional Consideration: Could Dannie have Dyslexia?

Focused Referral Question (FRQ):
Are Dannie's deficits in the area of basic reading, reading comprehension, reading fluency, and written expression the result of a deficit in one or more of the basic psychological processes involved in reading and writing and consistent with the construct of SLD?

What additional data is needed to answer the referral question/test our hypothesis?
Cognitive processes associated with reading and writing & achievement tests for reading and writing. Assessment of language.

Core Cognitive: Language, phonological awareness, orthographic, executive functions & attention, working memory, long-term memory, processing speed, speed of lexical access, & fluid reasoning. Educational Diagnostician chose to administer the WJ IV Cognitive & Oral Language; Student interview & observations to be conducted.

Core Achievement: Basic reading, reading fluency, reading comprehension, spelling, written expression. Educational Diagnostician chose to administer the WJ IV Achievement; Student interview & observations to be conducted.

WJ IV Cognitive Selective Testing Table

Tests required to create the cluster listed.
Additional tests required to create an extended version of the cluster listed.
## Selective Testing Table

<table>
<thead>
<tr>
<th>ASH-61</th>
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</table>

- Tests required to create the cluster listed.
- Additional test required to create an extended version of the cluster listed.
- Additional tests required to create Broad Achievement.

### Oral Language

## Selective Testing Table

<table>
<thead>
<tr>
<th>OL-01</th>
<th>Picture Vocabulary</th>
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</tbody>
</table>

- Tests required to create the cluster listed.
Linking Assessment Data to Instructional Programming & Recommendations

Remember that the purpose of our assessment is to recommend instructional programming that links to the data from our assessment. All students do not require the same interventions and accommodations. Don’t forget to use all tools available to you to make these choices.

Look at the student’s specific needs. This is the true purpose of our assessment.

Linking Tool (Proctor & Albright, 2010)

Linking CHC to Intervention

<table>
<thead>
<tr>
<th>Cognitive Ability</th>
<th>Implications for Academics</th>
<th>Related Achievement Normative Weaknesses</th>
<th>Possible Interventions</th>
<th>Possible Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystallized Intelligence (Ci)</td>
<td>Highly predictive of academic success</td>
<td>Strong &amp; consistent relationship to reading, mathematics, and problem solving throughout school years</td>
<td>Reading Comprehension</td>
<td>Provide phonological awareness training (e.g., rhyming, alliteration, repetition, segmenting) to help students decode and spell words, provide improved instruction in reading decoding and spelling, provide study guides for reading activities, provide explicit instruction in phonological awareness activities (e.g., blending, segmenting, rhyming)</td>
</tr>
<tr>
<td>Auditory Processing (Pa)</td>
<td>Significant relationship to reading &amp; writing, organizing early math skills, and phonemic awareness</td>
<td>Basic Reading, Written Expression</td>
<td>Basic Reading, Written Expression</td>
<td>Check for comprehension after group directions are given, provide a well-managed classroom with control of distractions, analyze task that has auditory importance, provide written instructions and directions to students with noise, provide phonological sorting that supports monitoring of student progress and helps to provide information when the student did not understand content or communications.</td>
</tr>
<tr>
<td>Short-Term/Working Memory (Gm)</td>
<td>Significant relationship in most academic areas, particularly reading and writing, memory for verbal information, memory for visual information, and memory for factual information</td>
<td>Reading Comprehension</td>
<td>Reading Comprehension</td>
<td>Seat the student in a location away from distractions in order to optimize attention, provide a well-managed classroom with control of distractions, review the directions before starting a direction, provide visual guides during oral presentations, encourage the student to focus on the key points to the presentation, provide auditory information to be repeated if not understood or misunderstood, provide extra time to copy information, provide information already in a format to reduce the demands of copying on text.</td>
</tr>
</tbody>
</table>
WIIIP Information
Facilitate the Report Writing Process with Recommendations

Benefits of the WIIIP

• Links WJ IV results to interventions.

• Makes testing more instructionally relevant by responding to professionals’ needs.

• Facilitates report writing so professional can focus on interpretation and program planning.
Overview

What does WIIIP include?

- Comprehensive report options
- Qualitative checklists
- Over 700 evidence-based interventions
- Interventions for oral reading errors
- Formative interventions for 5 ACH tests

Reason for Referral Checklist Sample
Checklists
Online Entry of Parent Checklist
WIIIP’s Comprehensive Report – Integrates Teacher Information

Comprehensive Report

Name: Sample, Adam
Date of Birth: 07/25/2005
Age, Years: 3 months
Age, Months: 7
Grade: 4
Grade Level: 1
Reason for Referral

Miss Minson Smart, Adams teacher, referred him for an evaluation of a child with learning disability. This evaluation is intended to address the following questions. What cognitive, language, academic strengths and weaknesses exist? What are Adams’s cognitive, language, and academic developmental levels?

Tests Administered

Woodcock-Johnson IV Tests of Cognitive Abilities
Woodcock-Johnson IV Tests of Oral Language
Woodcock-Johnson IV Tests of Achievement Form B
Woodcock-Johnson IV Online Scoring and Reporting Program, Release 1.0

Teacher’s Report

Miss Melton Smart, Adam’s teacher, responded to the referral by providing information based on her direct observations of and interactions with Adam. Miss Smart described Adam as multiply gifted and intelligent but also insecure. At school, his mood is typical of others his age. He needs extra one-on-one attention but completes as much work as other boys his age.

Adam generally persists with difficult tasks. He is always, or almost always, listens when spoken to directly. His oral responses to questions are like bullet points. Adam usually organizes his tasks and activities, follows instructions, and finishes his work. He usually keeps assignments and school supplies in order and arranges them neatly. He may get off track with tasks that are repetitive, especially when he is tired or hungry.

Adam’s social development may also be contributing to behavior problems. He may misinterpret social cues and may need extra support. His feelings about his school performance may be contributing to classroom performance. Adam frequently fails to give direct attention to details or to maintain attention to tasks.

Miss Smart provided the following observations about Adam’s behavior in the classroom. He demonstrates good social awareness and withdrawal for the classroom. However, these behaviors are not disruptive.

WIIIP Sample Report – Comprehensive Description of Scores

WJ IV Comprehensive Report

Sample, Adam
October 10, 2014

Interpretive Overview of Scores

The scores derived from this administration can be interpreted at different levels. Some measures are based specifically on the WJ IV, whereas other measures are based upon the standard scores of test scaled others. Variations within groups of scores are evaluated to determine if any relative strengths and weaknesses exist.

Adam’s overall intellectual ability, as measured by the WJ IV General Intellectual Ability (GIA) standard score, is in the average range of other boys his age. There is a small probability that the raw GIA means would be included in this range. Adam’s broad abilities are also in the average range.

Among the WJ IV cognitive measures, Adam’s standard scores are within the broad average range for each test (Number Series). His scores are within the average range for four subtests (Comprehension, Knowledge, Vocabulary, and Imagination) and within the average range for four subtests (Reading, Writing, Spelling, and Mathematics). His scores are within the average range for four subtests (Reading, Writing, Spelling, and Mathematics). His scores are within the average range for four subtests (Reading, Writing, Spelling, and Mathematics).

An analysis of variances among Adam’s cognitive scores (including some cognitive-linguistic scores) suggests that Number Series, Number Matrixes, and Reading Comprehension are relative strengths for him. He demonstrated relative weaknesses in Letter Pattern Matching, Spyre Recall, and Perceptual Speed.

Among the WJ IV achievement measures, Adam’s standard scores are within the average range for five subtests (Oral Language, Oral Language, Oral Language, Oral Language, and Oral Language). His scores are within the average range for three subtests (Oral Language, Oral Language, and Oral Language). His scores are within the average range for three subtests (Oral Language, Oral Language, and Oral Language).

An analysis of variances among Adam’s and oral language scores (including some cognitive-linguistic scores) revealed no pattern of relative strengths and weaknesses.

Adam’s overall academic performance, as measured by the WJ IV General Achievement standard score, is within the average range of other boys his age.

Among the WJ IV tie-in tasks, Adam’s standard scores are within the high average range for three subtests (Mathematics, Basic Mathematics, and Math Calculation Skills) and three subtests (Math Calculation, Math Calculation, and Math Calculation). His scores are within the average range for three subtests (Mathematics, Basic Mathematics, and Math Calculation Skills) and three subtests (Math Calculation, Math Calculation, and Math Calculation). His scores are within the average range for three subtests (Mathematics, Basic Mathematics, and Math Calculation Skills) and three subtests (Math Calculation, Math Calculation, and Math Calculation).
WIIIP Comprehensive Report - Recommendations

Summary

• Our schools collect an abundance of data on students and should be used as part of the assessment process
• The days of over-testing students should be placed behind us
• A targeted, purposeful evaluation will allow the evaluator to spend less time on testing and more time on analyzing the data to understand the learner
• A comprehensive evaluation should include the collection of multiple sources of data (informal & formal)
• Eligibility for special education should be decided through integrated data analysis
• C-SEP is a targeted, purposeful assessment model that yields rich information about the student’s academic performance which helps with educational programming
• Various resources (e.g., WIIIP) are available to assist evaluators on linking assessment results to recommendations
Core-Selective Evaluation Process: Overview & Procedures

Questions??

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Tammy.Stephens@RiversideInsights.com