



# Tackling the Backlog By Streamlining the Assessment Process

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## 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

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In the chat, indicate how many assessments your district has waiting to be completed.

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## 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



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## 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



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## 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



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## Strategies and Resources for Addressing the Backlog

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## Deep Breaths & Meditation



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## 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)



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## Collect, Organize, and Interpret Multiple Sources of Data

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## ASSESSMENT vs Testing

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## What Does Policy Say About MSD?



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

34 Code of Federal Regulations § 300.309	34 Code of Federal Regulations § 300.309
The child must be <b>assessed</b> in all <b>areas of suspected disability</b> (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.	May <b><i>not use any single measure or assessment as the sole criterion</i></b> for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
<b><i>Exclusionary Factors</i></b> must be ruled out as the primary cause of academic struggle (300.8)	Use a <b><i>variety of assessment tools and strategies</i></b> 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.
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;	Tests are <b><i>administered in accordance</i></b> with any <b><i>instructions provided by the producer</i></b> of the assessments.

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## 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.

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### Multiple Data Sources



Response-to-Intervention (RTI): Interventions & Progress Monitoring Charts

In-Class Tests

Grades Over Time

Health & Development Information

Norm or Criterion Referenced Tests

Student Interview

Statewide Assessments

Educational Records Review

Teacher Input

Observation in Classroom in Area of Struggle

Parent Information

Observation in Classroom in Area of Strength

Work Samples

Testing Observation

District Benchmarks

Discipline/Behavior Data

Vision/Hearing Screenings

Special Ed Records (if applicable)

Language History

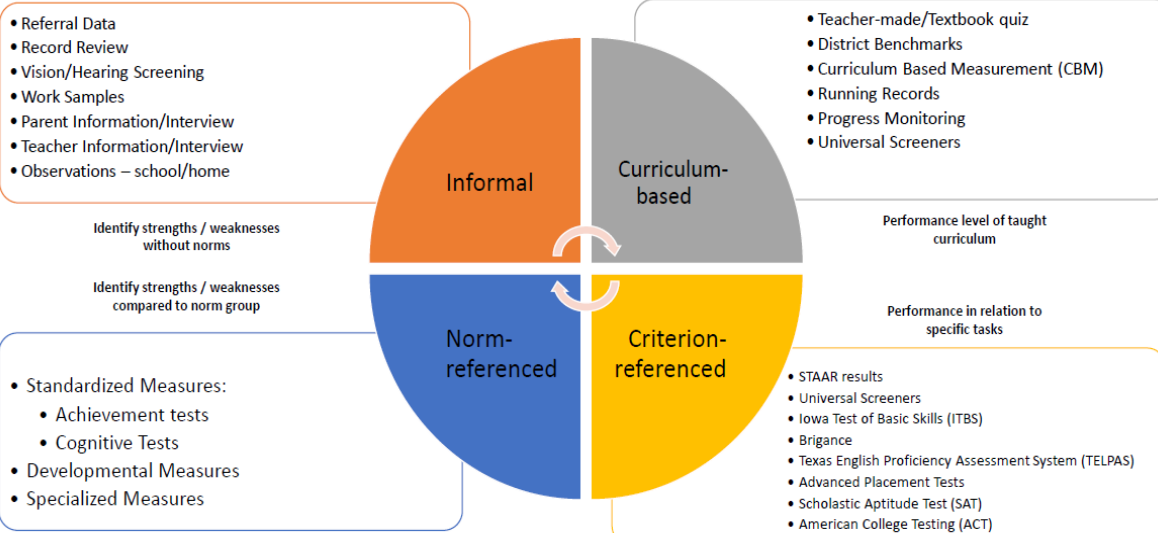
Attendance Records

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## Multiple Measures of Assessment (TEA, 2020)



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## Assessment Guidance Document (TEA, 2020)

### Evaluation Considerations During COVID-19

Area of Evaluation	Existing Evaluation Data/Remote Compatible Components*	Non-remote Compatible Components*
Reason for Referral	<input type="checkbox"/> SST/RTI meeting documentation/discussions <input type="checkbox"/> Current supports in place <input type="checkbox"/> Home Language Survey <input type="checkbox"/> LPAC data <input type="checkbox"/> Native language & language of instruction <input type="checkbox"/> Parent information	<input type="checkbox"/> Parent information <input type="checkbox"/> Outside evaluation(s)
Language/Communication	<input type="checkbox"/> Teacher information (language impact on classroom performance) <input type="checkbox"/> Language samples <input type="checkbox"/> Reason for language evaluation <input type="checkbox"/> Teacher information (fine & gross motor abilities & educational impact) <input type="checkbox"/> PE teacher information <input type="checkbox"/> Information from physician (OHI, OI, TBI report)	<input type="checkbox"/> Language proficiency <input type="checkbox"/> Articulation, receptive & expressive language, pragmatic language, and/or dysfluency evaluations <input type="checkbox"/> Physical therapy evaluation <input type="checkbox"/> Occupational therapy evaluation <input type="checkbox"/> APE evaluation <input type="checkbox"/> Audiological assessment <input type="checkbox"/> O&M evaluation
Physical	<input type="checkbox"/> Parent information <input type="checkbox"/> Vision & hearing screening <input type="checkbox"/> Developmental history <input type="checkbox"/> Medical conditions, medications, & hospitalizations <input type="checkbox"/> Information from school nurse (including health services)	<input type="checkbox"/> Communication assessment for deaf or hard of hearing <input type="checkbox"/> Ophthalmologist's or optometrist's vision report <input type="checkbox"/> Functional vision evaluation <input type="checkbox"/> Learning media assessment
Sociological	<input type="checkbox"/> Parent information (including family history) <input type="checkbox"/> Teacher information <input type="checkbox"/> Educational history (gaps, moves, attendance, etc.) <input type="checkbox"/> Legal documents	<input type="checkbox"/> Cultural & lifestyle factors influencing learning and behavior <input type="checkbox"/> Critical factors which could impact classroom performance <input type="checkbox"/> Cultural, environmental, & economic exclusionary factors
Classroom Observation		<input type="checkbox"/> Observation(s) in school setting in area of concern <input type="checkbox"/> Self-report measures/confidential student interviews
Emotional/Behavioral	<input type="checkbox"/> Parent information <input type="checkbox"/> Teacher information <input type="checkbox"/> School counselor information <input type="checkbox"/> Discipline Records <input type="checkbox"/> Reports from outside agencies	<input type="checkbox"/> Private evaluations <input type="checkbox"/> Hospitalization reports <input type="checkbox"/> Rating scales/behavior rating scales <input type="checkbox"/> Interventions & progress monitoring
Academic/Developmental	<input type="checkbox"/> Parent information <input type="checkbox"/> Teacher information <input type="checkbox"/> Grades over time <input type="checkbox"/> State assessment history <input type="checkbox"/> Local assessment history <input type="checkbox"/> Interventions & progress monitoring	<input type="checkbox"/> AI or IPI & progress monitoring <input type="checkbox"/> Section 504 information <input type="checkbox"/> Dyslexia screening and/or services & progress monitoring <input type="checkbox"/> Progress on annual goals over time
Cognitive/Adaptive Behavior	<input type="checkbox"/> Parent information (functional skills at home & in community) <input type="checkbox"/> Teacher information (functional skills at school) <input type="checkbox"/> Rating scales	<input type="checkbox"/> Individually administered tests of achievement in areas of suspected disability <input type="checkbox"/> Individually administered tests for the condition(s) of dyslexia, dysgraphia, and/or dyscalculia
Assistive Technology	<input type="checkbox"/> Parent information <input type="checkbox"/> Teacher information <input type="checkbox"/> Technology resources available to all students <input type="checkbox"/> Current technology accommodations provided	<input type="checkbox"/> Individually administered tests of cognitive abilities/processes <input type="checkbox"/> Formal AT evaluation by multi-disciplinary team

\* 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

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## Resources for Collecting, Organizing, and Interpreting MSD

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## 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

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# 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:	
Retention Never been retained OR Years retained: _____ Grade(s) repeated: _____		Total Days Absent  Total Days Tardy		Health Information		Language Home: _____ OLPT Eng.: _____ Dominant: _____ OLPT Sp.: _____ Instruction: _____	
Parent Information Strengths: _____ Concerns: _____ Family History: Y N							
STAAR Results		Reading		Math			
Grade		DNM/L I		App		Meets/L II	
Meets/L II		Masters/L III		Grade		DNM/L I	
App		Meets/L II		Masters/L III			
Observation/Interview Notes							
Report Card Grades:		Report Card Grades:		Curriculum Assessments:			
Math: _____ Reading: _____ Writing: _____ Science: _____ Social Studies: _____		Math: _____ Reading: _____ Writing: _____ Science: _____ Social Studies: _____		Writing: _____ Science: _____ Com: _____			
Teacher Information		Teacher Concerns		Curriculum Assessments: 1) Basic Reading/Decoding (1, 2, 3, 4) 2) Oral Reading/Fluency (1, 2, 3, 4) 3) Reading Comprehension (1, 2, 3, 4) 4) Math Calculation (1, 2, 3, 4) 1=poor, 2=below average, 3=average, 4=above average			
RTI		Intervention(s) Implemented/Subject:		Frequency: Duration: Results:			
Review of Educational Records		Outcome of RTI		Strengths/Weaknesses		Exclusionary Factors	
Adequate ROI (instructional casualty?) Slow but Rising ROI (general low ach.?) Minimal ROI (SLD?)		Reading S W Math S W Writing S W Behavior S W Oral Language S W		Visual, hearing, or motor Limited English proficiency Intellectual disability Emotional disturbance Cultural diff. or eco. Disadvantage Inadequate instruction		Y N Y N Y N Y N Y N Y N	
Failure to Meet Grade Level Standards		Hypothesis:					

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Student Name: <u>Sample Student</u> LEP, AT RISK, Other: <u>NA</u>		DOB/Age: <u>1/23/2010</u> Campus: <u>Sample School</u>		Initial/ Re-eval: <u>Initial</u> PEIMS Ethnicity: _____		Area(s) of Eligibility: <u>NA</u> Grade Level: <u>4</u>	
Retention Never been retained OR Years retained: <u>NA</u> Grade(s) repeated: <u>NA</u>		Total Days Absent: <u>0</u> Total Days Tardy: <u>0</u>		Health Information <u>No health issues reported</u> <u>Vision/hearing good</u> <u>No attendance issues reported</u>		Language Home: <u>Eng</u> OLPT Eng.: <u>✓</u> Dominant: <u>Eng</u> OLPT Sp.: <u>✓</u> Instruction: <u>Eng</u>	
Parent Information Strengths: <u>Respectful; good sense of humor</u> Concerns: <u>3rd grade, poor math skills</u> Family History: <u>RO</u> <u>gives no feedback</u>							
STAAR Results		Reading		Math			
Grade		DNM/L I		App		Meets/L II	
Meets/L II		Masters/L III		Grade		DNM/L I	
App		Meets/L II		Masters/L III			
Observation/Interview Notes		<u>Math class - frequently off task, easily distracted, appeared to zone out; Did not finish, diff. following directions</u>					
Report Card Grades:		Report Card Grades:		Curriculum Assessments:			
Math: <u>75</u> Reading: <u>89</u> Writing: <u>91</u> Science: <u>89</u> Social Studies: <u>92</u>		Math: <u>77</u> Reading: <u>90</u> Writing: <u>86</u> Science: <u>80</u> Social Studies: <u>91</u>		Writing: _____ Science: _____ Com: _____			
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Failure to Meet Grade Level Standards		Hypothesis:					

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## USING MSD TO ESTABLISH A PRELIMINARY PATTERN OF STRENGTHS

Student Name: Sample Student DOB/Age: 1/22/2010 Initial/ Re-eval: Initial Area(s) of Eligibility: NA  
LEP, AT RISK, Other: NA Campus: Sample School PEIMS Ethnicity: Hispanic Grade Level: 4

Retention: Never been retained OR Years retained: <u>NA</u> Grade(s) repeated: <u>NA</u>	Total Days Absent: <u>None</u> Total Days Tardy: <u>None</u>	Health Information: <u>No health issues reported</u> <u>Vision/hearing good</u> <u>No behavioral issues reported</u>	Language: Home: <u>Eng</u> Dominant: <u>Eng</u> Instruction: <u>Eng</u>	Parent Information: Strengths: <u>Responsible, good role model</u> Concerns: <u>poor math skills</u> Family History: <u>Grandfather had diabetes</u> No health concerns																																								
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## USING MSD TO ESTABLISH A PRELIMINARY PATTERN OF WEAKNESSES

Student Name: Sample Student DOB/Age: 1/22/2010 Initial/ Re-eval: Initial Area(s) of Eligibility: NA  
LEP, AT RISK, Other: NA Campus: Sample School PEIMS Ethnicity: Hispanic Grade Level: 4

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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?

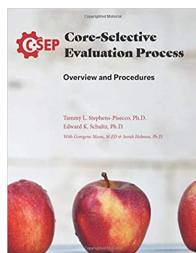
What additional information do you need to complete a comprehensive evaluation of the student?

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## Multiple Sources of Data Guiding Questions



C-SEP Manual pp. 24-25 (Stephens, Schultz, Holman, & Moon, 2019).

### Type of Data

### Guiding Questions

Attendance Records

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.

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## 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

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## 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

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# Exclusionary Factors Checklist

(Stephens & Moon, 2021)

7/26/2021

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## SLD

# Exclusionary Factors Checklist

(Stephens & Moon, 2020)

Tammy Stephens Resources

SLD Exclusionary Factors Checklist  
**EXCLUSIONARY FACTORS CHECKLIST**  
Revised for COVID-19

**Directions:** Section §300.309 of the Individuals with Disabilities Education Improvement Act (IDEIA, 2014) mandates that **Exclusionary Factors** be considered, documented, ruled-out and as the **primary** cause of academic struggle **prior to**, and **during** the assessment process. Read each exclusionary factor and the accompanying questions and select Y (yes) or N (no) for each. Circle each source of data used to measure the impact of each factor.

EXCLUSIONARY FACTOR: VISION	Yes	No	
Has the student had a history of difficulties with vision?			
Does the student wear glasses?			
If yes, does the student routinely wear glasses during instruction?			
Has the student complained about not being able to see?			
Did school nurse conduct a Near-Vision Screener (within 1 year)?			
Did school nurse conduct a Far-Vision Screener (within 1-year)?			
If yes, findings: _____			
Did an optometrist/optometrist conduct a formal vision test?			
If yes, findings: _____			
Has the student been diagnosed with a vision disorder/disturbance? If so, explain: _____			
Does the student experience difficulty copying, misalign numbers, move closer to visual stimuli, squint or rub eyes when reading or using computers?			
<b>Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)</b>			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Doctor's Report	Student Interview	Informal Vision Test
COMMENTS:			
<b>EXCLUSIONARY FACTOR: HEARING</b>			
Yes	No		
Has the student had a history of difficulties with hearing (including chronic ear infections, have tubes)?			
Does the student wear hearing aides/devices?			
If yes, does the student routinely wear hearing device during instruction?			
Has the student complained about not being able to hear?			
Did school nurse conduct a hearing screener (within 1-year)?			
If yes, findings: _____			
Did an audiologist conduct a formal hearing test?			
If yes, findings: _____			
Does the student frequently request things be repeated orally, misarticulate words, move closer to the source of a sound?			
Has there been a determination between Auditory Discrimination and Hearing Difficulty?			
<b>Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)</b>			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Audiologist Report	Student Interview	Tests of Oral Language
		Informal Hearing Test	
COMMENTS:			

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SLD Exclusionary Factors Checklist		SLD Exclusionary Factors Checklist	
EXCLUSIONARY FACTOR: MOTOR		EXCLUSIONARY FACTOR: EMOTIONAL DISTURBANCE	
Yes	No	Yes	No
<p>Has the student had a history of motor difficulties?</p> <p>Does the student exhibit fine motor difficulties?</p> <p>If yes, please note difficulties: _____</p> <p>Does the student exhibit gross motor difficulties?</p> <p>If yes, please note difficulties: _____</p> <p>Has the student been assessed by OT and/or PT?</p> <p>If yes, findings: _____</p> <p>Does the student utilize motoric assistive devices?</p> <p>If yes, please list: _____</p> <p>Have assistive devices been utilized (e.g., weighted pencils, pencil grips, slant boards):</p> <p>Is there a history of motor difficulties (e.g., illegible writing, concern with letter and number formation, difficulties with fine motor tasks such as using scissors or tracing lines)? Please circle</p>		<p>Does the student have a documented history of behavioral difficulties?</p> <p>Are the student's learning problems primarily the result of his/her behavior?</p> <p>Have behavioral interventions been tried and progress monitoring data collected? If yes, findings: _____</p> <p>List interventions attempted: _____</p> <p>Updated psychological assessment? Y / N Date _____</p> <p>Observations of behaviors in multiple settings?</p> <p>Findings? _____</p> <p>Is there a history of a lack of motivation?</p> <p>Emotional stress: Loss of parent/family member, loss of home, placement in foster care system, or other traumatic life event?</p>	
<p><b>Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)</b></p> <p>Review of Records    Parent Information    Health Screener    Teacher Information</p> <p>Classroom Observation    Doctor's Report    Student Interview    Work Samples</p> <p>Writing Passages    Informal Motor Assessment    Formal Motor Assessment</p>		<p><b>Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)</b></p> <p>Review of Records    Parent Information    Health Screener    Teacher Information</p> <p>Classroom Observation    Psychological Report    Student Interview    Work Samples</p> <p>Intelligence/Cognitive Test    Achievement Test    Tests of Oral Language    RTI Data</p> <p>COVID-19 Impact Checklist    Behavioral Checklists</p>	
COMMENTS: _____		COMMENTS: _____	
<p><b>EXCLUSIONARY FACTOR: INTELLECTUAL DISABILITY</b></p> <p>Does the student exhibit sub-average intelligence (70 or below)?</p> <p>IQ Score: _____ Date of testing: _____</p> <p>Does the student exhibit severe deficits in 2 or more adaptive behavior skills (communication, social, self-care)?</p> <p>If yes, please list: _____</p> <p>Updated assessment of adaptive behavior? Date? _____</p> <p>Does student exhibit severe deficits in academic achievement? (70 or below)? Which areas?</p> <p>Is the student's performance equally depressed in all academic areas?</p> <p>Manifestation during developmental period?</p>		<p><b>EXCLUSIONARY FACTOR: CULTURAL</b></p> <p>Is the student from a culture other than that dominant in the school, community, or society where the student resides?</p> <p>Are there conflicting educational and behavioral expectations for the student between school and family?</p> <p>Are there conflicting social responses based on cultural expectations (not making eye contact, not speaking in class or volunteering, limited interaction with other students during group activities)?</p> <p>Does the student have limited experience in the culture?</p> <p>Is the student new to the United States? If so, how long has he/she been in the United States?</p> <p>How long has student been exposed to the school system in the United States?</p> <p>Was the student enrolled in school prior to entering the United States? If so, how long?</p> <p>Does the student have limited experience being taught in English?</p> <p>Has there been miscommunication between parents and school due to cultural and/or ethnic differences?</p> <p>Are parents less involved due to cultural and/or language barriers?</p> <p>Were previously administered standardized assessments validated taking into consideration the student's culture?</p> <p>Does the student have limited involvement in groups, associations, and activities?</p>	
<p><b>Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)</b></p> <p>Review of Records    Parent Information    Health Screener    Teacher Information</p> <p>Classroom Observation    Doctor's Report    Student Interview    Work Samples</p> <p>Intelligence/Cognitive Test    Achievement Test    Tests of Oral Language    Adaptive Test</p>		<p><b>Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)</b></p> <p>Review of Educational Records    Parent Information    Teacher Information</p> <p>Classroom Observation    Student Interview</p>	
COMMENTS: _____		COMMENTS: _____	

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SLD Exclusionary Factors Checklist		SLD Exclusionary Factors Checklist	
EXCLUSIONARY FACTOR: ECONOMICALLY and/or ENVIRONMENTAL DISADVANTAGED		EXCLUSIONARY FACTOR: ADEQUATE INSTRUCTION IN READING AND MATH	
Yes	No	Yes	No
<p>Does the student reside in an economically depressed area?</p> <p>Does the family have a low family income?</p> <p>Do the parents work multiple jobs and have limited time for involvement?</p> <p>How much access has the student had to educational resources and materials at home (technology: computer, iPad or tablet, smart phone, video gaming systems-underline all that apply)? <b>Minimal, Moderate or Extensive</b> (circle one)</p> <p>Does the student have adequate access to health and nutrition (annual visits to dr., dentist, free or reduced lunch)?</p> <p>Does the student have appropriate monitoring and supervision at home (to include routine times for school work and meals, adequate supervision, academic learning, and bedtime)?</p> <p>Is the child exposed to a large number of at-risk factors (e.g., violence, crime, pollution, excessive number of people in the home, homelessness past or present, etc.)?</p> <p>Does the student have access to environmental conditions conducive to learning (e.g., space to study, adequate sleep, etc.)?</p> <p>Does the student have adequate opportunities to participate in extracurricular activities (e.g., boy scouts, girl scouts, team sports, etc.)?</p> <p>Has the student had adequate opportunity for educational experiences (trips to the museum, library, zoo, etc.)?</p> <p>Is there a history or current status of homelessness with student or family?</p> <p>Are the parent or guardian unable to provide educational support?</p> <p>Do circumstances prevent the student from having treatment (e.g., glasses replaced, tutoring, prescriptions filled)?</p> <p>Is there a history of educational neglect?</p> <p>Is there a history of frequent transition (e.g., joint custody)?</p> <p>Are there lifestyle factors that might undermine the student's academic performance? Explain: _____</p>		<p>Does the student have a documented history of excessive absences (to include tardies and school suspensions)? <b>Elaborate below</b></p> <p>Is there documented history of frequent mobility? (e.g., migrant workers, military families, etc.)?</p> <p>Is there documented history that the student has received instruction from highly qualified teachers?</p> <p>Has the child received homeschool instruction?</p> <p>If so, for how long?</p> <p>Has the school documented the use of research-based instructional strategies with student?</p> <p>Has students' response to instruction been documented through the collection of progress monitoring data?</p> <p>Has documentation been provided to show a strong match between grade level curricula and the student's skill level?</p> <p>Has the student had interrupted schooling (e.g., mid-year relocation)?</p> <p>Has the student been exposed to nontraditional education curriculum (e.g., homeschooled)?</p> <p>Does the student have a new teacher (e.g., past 6-months)?</p> <p>Did the student engage in virtual instruction for a period of time? Describe: _____</p> <p>Has the student changed schools often?</p>	
<p><b>Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)</b></p> <p>Review of Records    Parent Information    Health Screener    Teacher Information</p> <p>Classroom Observation    Doctor's Report    Student Interview    Work Samples</p> <p>Free or Reduced Lunch    Coded At-Risk    Attendance Record    COVID-19 Impact Checklist</p>		<p><b>Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)</b></p> <p>Review of Educational Records    Grades    Parent Information    Health Screener</p> <p>Teacher Information    Classroom Observation    Student Interview    Work Samples</p> <p>Attendance Record    COVID-19 Impact Checklist    Formal Achievement Test</p> <p>RTI Progress Monitoring Data    COVID-19 Impact Checklist</p>	
COMMENTS: _____		COMMENTS: _____	
<p><b>EXCLUSIONARY FACTOR: LIMITED ENGLISH PROFICIENCY</b></p> <p>Dominant language spoken at home per Home Language Survey:</p> <p>Does the student speak dominant language at home, English, or both?</p> <p>Has someone validated the results of the Home Language Survey (e.g., parent interview, home visit)?</p> <p>Oral Proficiency Score in native language _____ and English _____</p> <p>Is the student currently in a bilingual program?</p> <p>If so, describe: _____</p> <p>Has the student received bilingual instruction in the past?</p> <p>If so, how long? _____</p> <p>What are the total number of years the student has been exposed to English instruction? _____</p> <p>Basic Interpersonal Communication Skills (BICS): _____</p> <p>Cognitive Academic Language Proficiency (CALP): _____</p> <p>Is there a specific dialect or cultural influences that might affect the student's ability to speak or understand English?</p>		<p><b>ADDITIONAL NOTES:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	

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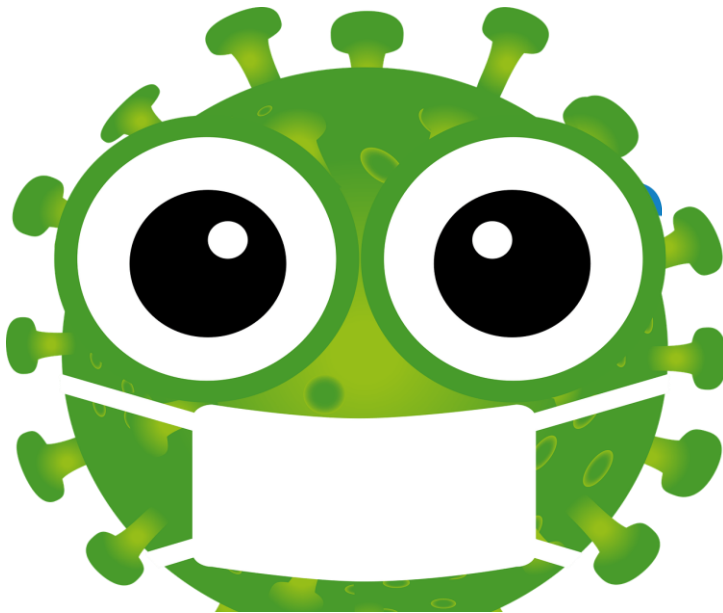
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# COVID-19 Checklist

Stephens & Holman, 2021

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## COVID-19 Impact Profile Checklist

(Stephens & Holman, 2020)

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### COVID-19 IMPACT PROFILE CHECKLIST

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_ Grade: \_\_\_\_\_

DOB: \_\_\_\_\_ School: \_\_\_\_\_

This checklist is intended as a tool to help school personnel formally consider and document the potential impact the COVID-19 pandemic on a student's academic and emotional functioning and provides guiding questions for consideration in regard to the following areas:

1) Psycho-social 2) Socio-economic 3) Educational/Academic

The checklist can be used by evaluation personnel *prior to conducting formal testing* or by student support teams *prior to referring* a student for formal testing. Additionally, findings should be integrated with other multiple sources of data when making educational decisions regarding the student.

Direct Impact of COVID-19 on the student <i>The purpose of this section is to obtain information regarding the direct impact of COVID-19 on the student's academic, psycho-social, and socio-economic status.</i>			
Was the student diagnosed with COVID-19?	Was an immediate family member diagnosed with COVID-19?	Was an extended family member diagnosed with COVID-19?	Was there a death of a close family member or friend due to COVID-19?
If yes: Details about treatment and recovery:	If yes, who?	If yes, who?	If yes, who?
<b>Psycho-Social Considerations</b> <i>The purpose of this section is to obtain information regarding the possible impact of COVID-19 on the student's psycho-social well-being and consider such impact on the student's functioning.</i>			
• Was the student diagnosed with depression and/or anxiety prior to COVID-19? Explain: _____ • Did the student appear to experience increased anxiety during the COVID-19 self-quarantine? Explain: _____ • Did the student's sleep patterns change (e.g., sleeping more than usual)? Explain: _____ • Did the student's behavior significantly change after COVID-19 (e.g., increased crying, anger, temper tantrums, withdrawal, etc.)? Explain: _____ • Did the student have opportunities for remote social interaction? Explain: _____ • Did the student have an established routine for school activities? Explain: _____			
<b>Socio-Economic Considerations</b> <i>The purpose of this section is to obtain information regarding the possible impact of COVID-19-related socio-economic stressors and consider such impact on the student's functioning.</i>			
• Was the student receiving free/reduced lunch prior to COVID-19? Explain: _____ • Did the student's parent(s) lose a job(s) during COVID-19? Explain: _____ • Did the family rely on food bank or other assistance programs for food or other goods and services during COVID-19? Explain: _____ • Did the family struggle with housing (e.g., paying rent or mortgages)? Explain: _____ • Were there increased family stressors during COVID-19 regarding bills? Explain: _____			

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# COVID-19 Impact Profile Checklist

(Stephens & Holman, 2020)

**Riverside Insights**

## COVID-19 IMPACT PROFILE CHECKLIST

**Educational/Academic Considerations** The purpose of this section is to obtain information regarding the possible impact of COVID-19 on the student's academic performance and consider such impact on the student's academic performance.

### Student's educational trajectory prior to/during COVID-19

How did the student perform academically prior to COVID-19?

Strengths: \_\_\_\_\_

Weaknesses: \_\_\_\_\_

How did the students perform academically during remote instruction?

Strengths: \_\_\_\_\_

Weaknesses: \_\_\_\_\_

### Grades

Review school's grading policy for Spring 2020 (e.g., pass/fail, reduction in requirements, no penalty for late submission)

What were the student's grades prior to instructional changes resulting from COVID-19?

Writing: \_\_\_\_\_

Science: \_\_\_\_\_

Math: \_\_\_\_\_

SS: \_\_\_\_\_

Reading: \_\_\_\_\_

Other: \_\_\_\_\_

What were the student's grades during COVID-19 virtual instruction?

Writing: \_\_\_\_\_

Science: \_\_\_\_\_

Math: \_\_\_\_\_

SS: \_\_\_\_\_

Reading: \_\_\_\_\_

Other: \_\_\_\_\_

### Virtual Academic Instruction

• What mode(s) of instruction were utilized during remote instruction? Live virtual sessions? Video-taped lessons? Posted assignments? \_\_\_\_\_

• Did student have access to necessary technology to engage in academic instruction (computer, internet, etc.)?

• Did the student have a quiet place at home to complete schoolwork with minimal distraction?

• Did the student have the necessary support from a parent or sibling, needed to complete assignments? Explain: \_\_\_\_\_

Did the student continue to receive necessary academic support during COVID-19 (e.g., interventions or remedial instruction)? Explain: \_\_\_\_\_

### Student Engagement in Learning

• Did student participate in virtual instructional meetings with teacher if offered? Explain: \_\_\_\_\_

• Did the student complete necessary assignments? Explain: \_\_\_\_\_

• Is there evidence of progress monitoring? (e.g., iStation) Explain: \_\_\_\_\_

Tommy L. Stephens, Ph.D. & Sarah B. Holman, Ph.D. (2020)

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# Work Smarter, Not Harder

Targeted, Purposeful Assessment Practices

7/26/2021

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## 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

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## 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

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# C-SEP Framework

(Stephens, 2015)

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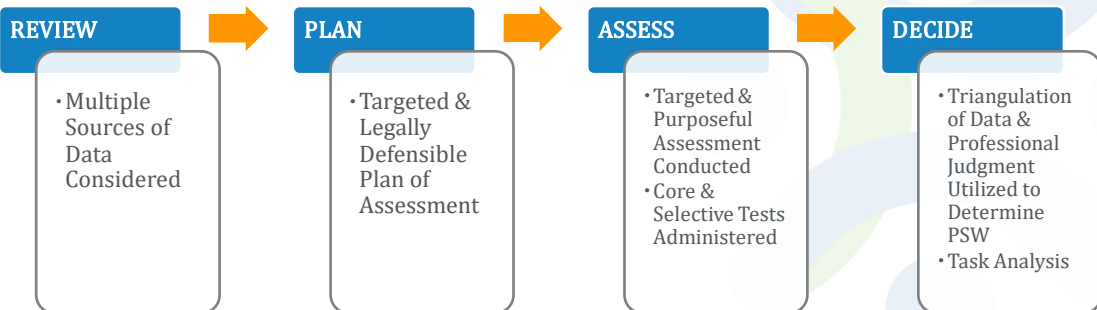
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## Critical Steps of C-SEP (Stephens, 2015)



**Eligibility Determination & Instructional Programming**

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## 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



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## 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.

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## Guidance When Selecting Assessment Instruments

---

Age of Student

---

Suspected Disability

---

Language Loading

---

Cultural Appropriateness

---

Intellectual Capacity

---

Referral Question

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## 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.

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## 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

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# Establishing a Testing Hypothesis & Focused Referral Question

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## 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.

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# 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

**Basic Reading Skills (BRS)**  
Development of Working Hypothesis

**Qualifying Statement:**  
Basic reading skills deficits, also known as word-level reading disability or disorder, represents approximately 80% of the students with specific learning disabilities. Dyslexia is defined by a weakness in decoding skills at the single word and phoneme level. Due to the cognitive demands created by poor decoding skills, multiple academic domains may be affected. It may occur in conjunction with difficulty in reading fluency and comprehension tasks, as well as spelling and written expression. Basic reading skills deficits are often the most phonologically based (phonological or dysphonetic) disorder or visually based (orthographic or surface dyslexia) (Fletcher, 2007; Fletcher & Veldkamp, 2013). These categories relate most specifically to the phonological processing weaknesses or deficits in phonological and phonics program. In some cases, students with reading disabilities who word or lexical level strategies are recommended. Some students have mixed phonological and orthographic deficits and these students require balanced literacy intervention including both phonological and phonics instruction and whole word and lexical level strategies. Other core basic psychological processes hypothesized to have a strong relationship with basic reading skills include language, working memory, long-term memory storage and retrieval, and rapid automatic naming. Students with a weakness in working memory would benefit from the use of a multi-sensory reading intervention program.

**Purpose:**  
Formulate hypothesis about the nature of the difficulty and develop an intervention and progress monitoring plan across all areas of suspect and assist in determining if a learning disability is suspected.

**Basic Reading Skills (BRS): Check box to the right if description applies.**

Performance Relative to Intellectual Development	Check if Description Applies	Psychological Processing Area
Difficulty finding the right word to say or slow, labored, or limited amount of speech.		Language
Difficulty comprehending language and hearing instructions.		Working Memory
Consistently slow to respond to questions or gets lost in the middle of a problem or conversation. Consistently slow to respond to questions or gets lost in the middle of a problem or conversation.		Long Term Memory
Consistently slow to respond to questions or gets lost in the middle of a problem or conversation.		Processing Speed
Consistently slow to respond to questions or gets lost in the middle of a problem or conversation.		Attention
Consistently slow to respond to questions or gets lost in the middle of a problem or conversation.		Speed of Visual
Consistently slow to respond to questions or gets lost in the middle of a problem or conversation.		Orthographic
Consistently slow to respond to questions or gets lost in the middle of a problem or conversation.		Executive Functions and Attention

- 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

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## 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

### Math Calculation (MC)

#### Development of Working Hypothesis

**Guiding Statement:**  
Math calculation skills have generally been conceptualized and evaluated as paper-and-pencil math computations. However, brain-based math calculation skill development is somewhat more complex. Researchers have identified developmental elements such as number sense (immediately apprehending exact quantities of small collections of objects and the approximate magnitudes of larger collections, estimation, and making small adjustments in numbers of items automatically) and counting knowledge and strategies (1:1 correspondence, stable order, cardinality, abstraction, etc.). These are three examples of task-based math difficulties: procedural, semantic, and conceptual (Geary et al., 2012). Math calculation activities may be affected by any of these. These distinctions become important in both assessment and intervention for math calculation and math reasoning problems. Their characteristics are listed below. The type of math instruction in schools may also play a role in diagnosis and intervention. Nearly a decade of math instruction has emphasized conceptual problem solving which may have resulted in a reduced emphasis on instruction in basic number skills (Geary, 2004). Cognitive correlates of calculation skills have been centered on executive functions (particularly inhibiting irrelevant items), attention, memory and learning (working memory, long-term storage and retrieval, and rapid naming), meta-cognition (sequential reasoning), problem solving (particularly quantitative reasoning), and speed of cognitive processing.

**Purpose:**  
Formulate hypothesis about the nature of the difficulty and develop an intervention and progress monitoring plan across all tiers of support and assist in determining if a learning disability is suspected.

**Math Calculation (MC): Check box to the right if description applies.**

Hypothesized Symptom Descriptions - Semantic	
When facts are retrieved, there is a high error rate	
Problems with rapid number identification	
Early delays in counting objects or object sets	
Errors are often "inversions" of the numbers in the problem (e.g., $3 + 5 = 6$ )	
Requires excessive repetition of math facts for learning	
Difficulty entering math facts such as answers to simple math problems	
Gets the same problem wrong after solving it correctly earlier	
Delayed response times on simple counting or calculations	
Hypothesized Symptom Descriptions - Procedural	
Errors in regrouping process including column alignment, 0's decrementing	
Uses inefficient or ineffective strategies when solving simple problems	
Lacks understanding of concepts underlying use of mental procedures	
Uses less mature procedures for computations (finger counting, counting all)	
Problems with sequence or order in computation	
Hypothesized Symptom Descriptions - Visual	
Difficulty understanding geometric concepts and relationships	
Difficulty making charts or visuals from equations	
Difficulty with graphs, charts, and other visual math	
General	
Classic history of learning disability	

Performance Relative to Intellectual Development	Check if Description Applies	Psychological Processing Area
Difficulty with mental math. Frequently asks for directions to be repeated or gets lost in the middle of a problem or assignment. Tendency to lose track when working on sequential activities. Difficulty with multi-steps.		Working Memory
Does well on day assignments but doesn't do well on formative assessment/end of week tests.		Long Term Storage and Retrieval
Difficulty recalling facts and related concepts/ideas. Difficulty with memorization. Difficulty with word retrieval.		Fluor Sequencing
Difficulty with conceptual understanding.		Processing Speed
Takes longer to complete tasks than others the same age.		Speed of Access
Difficulty naming learned numbers, letters, or names quickly, or substitutes the wrong name or word, has words on "the tip of the tongue" but can't remember, takes long pauses in speaking, uses the wrong word or "speak around" a word or someone's name, has difficulty recalling known words from a particular category.		Orthographic Processing
Difficulty with mental and math symbols.		Executive Functions and Attention
Mind appears to go blank, gets overwhelmed with difficult tasks, or can't pay attention for long, unusual or erratic patterns of error, easily distracted from relatively mundane tasks, inattentiveness to errors, problems when focusing on more than one thing at a time. Difficulty figuring out what is needed for a task, getting started, or sticking to a plan of action, does not anticipate the time or sequence necessary for task completion.		

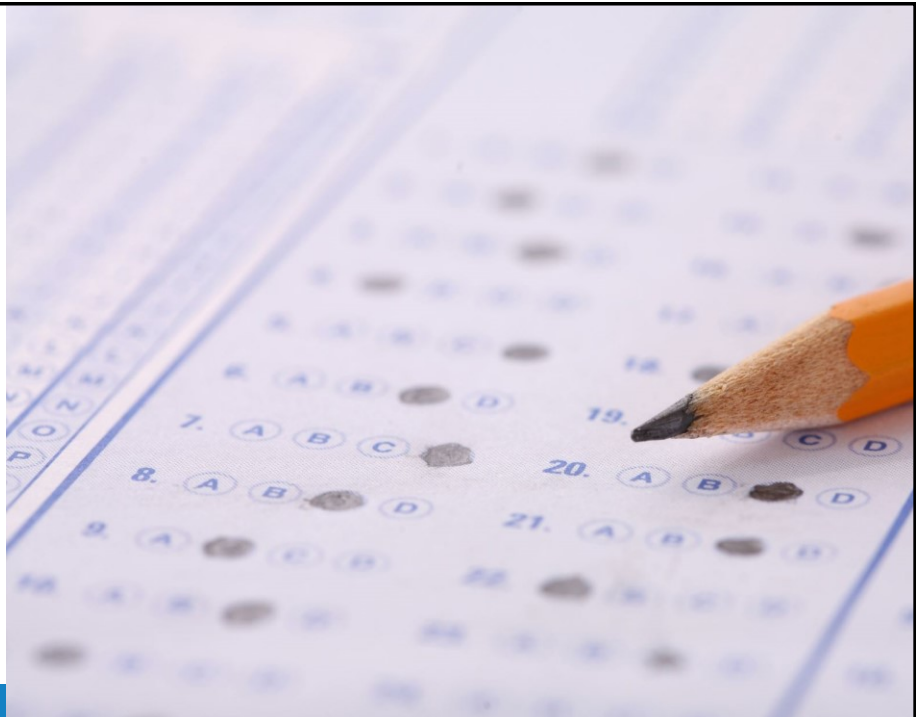
Portland Public Schools SLD Manual, 2015

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The  
Testing  
Hypothesis  
and FRQ  
will Guide  
the  
Targeted  
Testing  
Plan



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## Steps for Establishing A Testing Hypothesis & Focused Referral Question (FRQ)



Single-subject research study



"**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."

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## 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.

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## 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?

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## Targeted Testing Plan - Example

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## 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

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## Dannie - Multiple Sources of Data- PLAN

Student Name: <u>Dannie</u>		DOB/Age: <u>2-6-06</u>		Initial/Re-eval: <u>Initial</u>		PEIMS Ethnicity: <u>Black</u>		Area(s) of Eligibility: <u>Grade Level: 5</u>	
LEP/AT RMR, Other: <u>None</u>		Health Information: <u>Passed vision &amp; hearing with glasses. Born at 30 wks. No health concerns.</u>		Language: <u>Home: Eng</u>		OLPT Eng: <u>OLPT Sp:</u>		Parent Information: <u>Strengths: Math</u>	
Retention: <u>Never been retained</u>		Total Days Absent: <u>5</u>		Total Days Tardy: <u>2</u>		Years retained: <u>0</u>		Grade(s) repeated: <u>None</u>	
STAAR Results		Reading		Math		Writing		Science	
Grade		DNM/L I		App		Meets/L II		Masters/L III	
2nd		102.4		3rd		119.5		110.0	
4th		98.7							
Observation/Interview Notes		Report Card Grades: <u>4th</u>		Report Card Grades: <u>5th-10th</u>		Curriculum Assessments: <u>Benchmarks - 5th grade 1st 9 wks.</u>		Other Assessment Results: <u>Math: 100% 4th</u>	
Math: <u>5th</u>		Reading: <u>7th</u>		Writing: <u>7th</u>		Science: <u>8th</u>		Social Studies: <u>8th</u>	
Teacher Information		Reading Comprehension		Teacher Concerns		Intervention(s) Implemented/Subject: <u>Frequency: 90 minute 1st 9 wks.</u>		Duration: <u>30 min x 3</u>	
RTI		Results: <u>Minimal progress</u>		Intervention(s) Implemented/Subject: <u>Frequency: 90 minute 1st 9 wks.</u>		Duration: <u>30 min x 3</u>		Results: <u>Minimal progress</u>	
Review of Educational Records		Outcome of RTI		Strengths/Weaknesses		Exclusionary Factors		Failure to Meet Grade Level Standards	
Adequate ROI (Instructional causality?)		Slow but <u>Stable</u> ROI (General low ach.?)		Minimal ROI (SLD?)		Reading: <u>S</u>		Math: <u>S</u>	
		Writing: <u>S</u>		Behavior: <u>S</u>		Oral Language: <u>S</u>		Visual, hearing, or motor: <u>N</u>	
		Intellectual disability: <u>N</u>		Emotional disturbance: <u>N</u>		Cultural diff. or eco. Disadvantage: <u>N</u>		Inadequate instruction: <u>N</u>	
		Hypothesis: <u>Difference in Basic Reading Comprehension</u>		Hypothesis: <u>Difference in Basic Reading Comprehension</u>		Hypothesis: <u>Difference in Basic Reading Comprehension</u>		Hypothesis: <u>Difference in Basic Reading Comprehension</u>	

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## 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.*

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## WJ IV Cognitive Selective Testing Table

			Cognitive Composites				CHC Factors				Narrow Ability and Other Clinical Clusters			
			General Intellectual Ability (GIA)	Brief Intellectual Ability	GF & Composite	Comprehension-Knowledge (CK)	Fluid Reasoning (GF)	Short-Term Working Memory (Gwm)	Cognitive Processing Speed (Gs)	Long-Term Retrieval (Gr)	Visual Processing (Gv)	Quantitative Reasoning (RQ)	Auditory Memory Span (MS)	Perceptual Speed (P)
Standard Battery	COG-01	Oral Vocabulary	■	■	■	■								
	COG-02	Number Series	■	■	■		■							
	COG-03	Verbal Attention	■	■	■		■							
	COG-04	Letter-Pattern Matching	■				■							
	COG-05	Phonological Processing	■				■							
	COG-06	Story Recall	■				■							
	COG-07	Visualization	■				■							
	COG-08	General Information		■	■									
	COG-09	Concept Formation			■									
	COG-10	Numbers Reversed				■								
Extended Battery	COG-11	Number-Pattern Matching												
	COG-12	Nonword Repetition						■						
	COG-13	Visual-Auditory Learning						■						
	COG-14	Picture Recognition						■						
	COG-15	Analysis-Synthesis			■				■					
	COG-16	Object-Number Sequencing				■								
	COG-17	Pair Cancellation					■							
	COG-18	Memory for Words								■				
Oral Language Battery	OL-01	Picture Vocabulary			■									
	OL-02	Sentence Repetition									■			

■ Tests required to create the cluster listed.

□ Additional tests required to create an extended version of the cluster listed.

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## Selective Testing Table

		Reading					Mathematics			Writing		Cross-Domain Clusters					
		Reading	Broad Reading	Basic Reading Skills	Reading Comprehension <sup>1</sup>	Reading Fluency	Mathematics	Broad Mathematics	Main Calculation Skills	Written Problem Solving	Broad Written Language	Basic Writing Skills	Written Expression	Academic Fluency	Academic Applications	Phoneme Knowledge	Brief (or Broad) Achievement
Standard Battery	ACH-01 Letter-Word Identification	■	■	■								■					■
	ACH-02 Applied Problems						■	■	■								■
	ACH-03 Spelling									■	■	■	■				■
	ACH-04 Passage Comprehension	■	■	■													●
	ACH-05 Calculation						■	■	■			■					●
	ACH-06 Writing Samples									■	■	■		■			●
	ACH-07 Word Attack			■												■	
	ACH-08 Oral Reading				■												
	ACH-09 Sentence Reading Fluency		■		■	■								■			●
	ACH-10 Math Facts Fluency						■	■						■			●
	ACH-11 Sentence Writing Fluency										■	■		■			●
Extended Battery	ACH-12 Reading Recall			■													
	ACH-13 Number Matrices								■								
	ACH-14 Editing										■						
	ACH-15 Word Reading Fluency				■												
	ACH-16 Spelling of Sounds																■
	ACH-17 Reading Vocabulary			■													
	ACH-18 Science														■		
	ACH-19 Social Studies														■		
	ACH-20 Humanities														■		

■ 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.

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## Oral Language

## Selective Testing Table

		Oral Language Clusters										OL + COG
		Oral Language	Broad Oral Language	Oral Expression	Listening Comprehension	Phonetic Coding	Speed of Verbal Access	Language oral	Amplio language oral	Comprehension auditory	Vocabulary (NL/LD)	
Oral Language Battery	OL-01 Picture Vocabulary	■	■	■							■	
	OL-02 Oral Comprehension	■	■		■							
	OL-03 Segmentation				■							
	OL-04 Rapid Picture Naming					■						
	OL-05 Sentence Repetition			■								■
	OL-06 Understanding Directions		■		■							
	OL-07 Sound Blending				■							
	OL-08 Retrieval Fluency					■						
	OL-09 Sound Awareness											
	OL-10 Vocabulario sobre dibujos						■	■	■			
	OL-11 Comprensión oral						■	■	■			
	OL-12 Comprensión de indicaciones							■	■			
Cognitive Abilities Battery	COG-01 Oral Vocabulary										■	
	COG-02 Memory for Words											■

■ Tests required to create the cluster listed.

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## Linking Assessment Data to Instructional Programing & 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.

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## Linking Tool (Proctor & Albright, 2010)

### Linking CHC to Intervention

Cognitive Ability	Implications for Academics	Related Achievement Normative Weaknesses	Possible Interventions	Possible Accommodations
<b>Crystallized Intelligence (Gc)</b> A person's level of acquired knowledge, including main knowledge obtained through life experiences, school and work.  Gc Cluster Average: _____ <input type="checkbox"/> Strength <input type="checkbox"/> Weakness	Highly predictive of academic success. Strong & consistent relationship to reading, writing, and math throughout school years; learning vocabulary, answering factual questions, comprehending oral-written language.	Standard Score <input type="checkbox"/> Reading Comprehension _____ <input type="checkbox"/> Math Calculations _____ <input type="checkbox"/> Math Reasoning _____ <input type="checkbox"/> Written Expression _____ <input type="checkbox"/> Oral Expression _____ <input type="checkbox"/> Listening Comprehension _____	Relate new information to acquired knowledge; assess prior knowledge before introducing new topics, concepts; pre-teach relevant vocabulary or background knowledge; provide specific vocabulary instruction such as the meaning of common prefixes, suffixes, and root words; incorporate interests and prior knowledge areas into instructional activities; when presenting directions and discussing concepts, use vocabulary that is understood by the individual.	Provide preferential seating to enhance monitoring of comprehension. Check with the student to insure comprehension of task demands. Provide oral communication that is individualized clear, concise language vocabulary that is comprehensible. Provide resources from which a student can draw information for discussions or written expression. Insure that test items do not include vocabulary which has not been taught or is not familiar to the student.
<b>Auditory Processing (Ga)</b> The ability to perceive, analyze, & synthesize patterns among auditory stimuli (sounds) and to discriminate subtle nuances in patterns of sound and speech when presented under distortion conditions.  Ga Cluster Average: _____ Normative: <input type="checkbox"/> Strength <input type="checkbox"/> Weakness	Significant relationship to reading & writing, especially during early stages of skill acquisition; acquiring phonics, sequencing sounds, listening, learning foreign language, musical skill. A weakness in phonological processing is a common factor among individuals with early reading problems.	Standard Score <input type="checkbox"/> Basic Reading _____ <input type="checkbox"/> Written Expression _____ <input type="checkbox"/> Listening Comprehension _____	Provide phonological awareness activities (e.g., rhyming, alliteration, imitation, songs); provide specific training in sound discrimination, blending, and segmentation; emphasize sound-symbol associations in teaching decoding and spelling; provide study guides for listening activities; provide assistance with note taking; accompany oral information with visual materials.	Check for comprehension after group directions are given. Provide a well managed classroom with control of extraneous activities that create auditory distractions and competing background noise. Provide preferential seating that supports monitoring of student comprehension. Provide a peer assistant or buddy to provide information when the student did not understand an oral communication.
<b>Short-Term Memory (Gsm)</b> The ability to apprehend and hold information in one's mind and then use it within a few seconds; includes working memory (ability to attend to, process, & respond to information).  Gsm Cluster Average: _____ Normative: <input type="checkbox"/> Strength <input type="checkbox"/> Weakness	Significant relationship to reading, writing, & math (Working Memory in particular); attending/following directions, recalling sequences, memorizing factual information, listening & comprehending, taking notes.	Standard Score <input type="checkbox"/> Basic Reading _____ <input type="checkbox"/> Reading Comprehension _____ <input type="checkbox"/> Math Calculations _____ <input type="checkbox"/> Math Reasoning _____ <input type="checkbox"/> Written Expression _____ <input type="checkbox"/> Oral Expression _____ <input type="checkbox"/> Listening Comprehension _____	Keep oral directions short and simple; ensure directions are understood; have student or paraphrase directions; provide compensatory aids (e.g., write directions, procedures, and assignments on board or paper); provide lecture notes or arrange for peer-shared notes; provide study guide to be filled out during pauses in presentation; provide over-learning, review and repetition; teach memory strategies (e.g., chunking, verbal rehearsal, visual imagery)	Seat the student in a location away from distractions in order to optimize attention. Insure that you have the student's attention before stating a direction. Provide visual guides during oral presentations. Encourage the student to ask for directions or information to be repeated if not understood or remembered. Provide extra time to copy information, provide information already in copied form or reduce the demands of copying on tasks.

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# WIIIP Information

Facilitate the Report Writing Process with Recommendations

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## Benefits of the WIIIP

- Links *W/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.



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## Overview

### *What does WIIP include?*

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

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**WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM**

**Reason for Referral Checklist**

Examinee's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_ Date \_\_\_\_\_

**Who initiated this referral?**  
(Last Name) \_\_\_\_\_ (First Name) \_\_\_\_\_

Preferred Form of Address: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

**A. Relationships:**

<input type="checkbox"/> 1. Teacher	<input type="checkbox"/> 7. Grandmother	<input type="checkbox"/> 13. Brother
<input type="checkbox"/> 2. Mother	<input type="checkbox"/> 8. Grandfather	<input type="checkbox"/> 14. Aunt
<input type="checkbox"/> 3. Father	<input type="checkbox"/> 9. Principal	<input type="checkbox"/> 15. Uncle
<input type="checkbox"/> 4. Stepmother	<input type="checkbox"/> 10. Social Worker	<input type="checkbox"/> 16. Personal friend
<input type="checkbox"/> 5. Stepfather	<input type="checkbox"/> 11. Counselor	<input type="checkbox"/> 17. Self
<input type="checkbox"/> 6. Guardian	<input type="checkbox"/> 12. Sister	<input type="checkbox"/> 18. Other (specify) _____

**B. Primary Reason for Referral**

☐ 1. Suspected learning disability (specify) \_\_\_\_\_

☐ 2. Observed learning problems (specify) \_\_\_\_\_

☐ 3. Difficulty achieving (specify) \_\_\_\_\_

☐ 4. Observed attention and concentration problems (specify) \_\_\_\_\_

☐ 5. Apparent motivation problem (specify) \_\_\_\_\_

☐ 6. Suspected health problem (specify) \_\_\_\_\_

☐ 7. Discipline problem (specify) \_\_\_\_\_

☐ 8. Suspected emotional problem (specify) \_\_\_\_\_

☐ 9. Suspected developmental delay (specify) \_\_\_\_\_

☐ 10. Observed interpersonal problems (specify) \_\_\_\_\_

☐ 11. Gifted evaluation \_\_\_\_\_

☐ 12. Assessment for program planning (specify) \_\_\_\_\_

☐ 13. Court-ordered assessment (specify) \_\_\_\_\_

☐ 14. Reevaluation \_\_\_\_\_

**C. If there are additional reasons for the referral, please specify.**

\_\_\_\_\_

**D. What questions should this evaluation address? (Check all that apply.)**

☐ 1. What cognitive, language, and/or academic strengths and weaknesses exist?

☐ 2. Is there evidence of an ability/achievement discrepancy?

☐ 3. What are the individual's cognitive and academic developmental levels?

☐ 4. Other: This evaluation is intended to answer the following question: \_\_\_\_\_

### Reason for Referral Checklist Sample

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**WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM**

**Parent's Checklist: School Age**

Woodcock Johnson IV

Child's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_ Date \_\_\_\_\_

Respondent's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_

Preferred Form of Address: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

Relationship:

<input type="checkbox"/> 1. Mother	<input type="checkbox"/> 5. Stepfather	<input type="checkbox"/> 9. Brother
<input type="checkbox"/> 2. Father	<input type="checkbox"/> 6. Grandmother	<input type="checkbox"/> 10. Aunt
<input type="checkbox"/> 3. Guardian	<input type="checkbox"/> 7. Grandfather	<input type="checkbox"/> 11. Uncle
<input type="checkbox"/> 4. Stepmother	<input type="checkbox"/> 8. Sister	<input type="checkbox"/> 12. Other (specify) _____

---

**Part I: Current Home and Health Status**  
Please check one item for each category.

**A. With whom does your child live?**

☐ 1. Both parents (together in one home)

☐ 2. Mother

☐ 3. Father

☐ 4. Mother and stepfather

☐ 5. Father and stepmother

☐ 6. Both parents (in two different homes)

☐ 7. Foster parents

☐ 8. Other (specify) \_\_\_\_\_

**B. Was your child adopted?**

☐ 0. I don't know

☐ 1. No

☐ 2. Yes (At what age? \_\_\_\_\_)

**C. Are any languages other than English spoken in your home?**

☐ 1. No

☐ 2. Yes (specify language(s)) \_\_\_\_\_

**D. How many other children live in your home?**

☐ 0. None

☐ 1. One (age \_\_\_\_\_)

☐ 2. Two (ages \_\_\_\_\_, \_\_\_\_\_)

☐ 3. Three (ages \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)

☐ 4. Four (ages \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)

☐ 5. Other (ages \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)

**F. What is your child's overall physical health?**

☐ 0. I don't know

☐ 1. Is usually in good health and physically fit

☐ 2. Is generally in good health

☐ 3. Has a health condition that does not require medication (specify health condition) \_\_\_\_\_

☐ 4. Has a health condition that requires medication (specify health condition) \_\_\_\_\_

**G. Has your child ever sustained a head injury?**

☐ 0. I don't know

☐ 1. No

☐ 2. Yes

If Yes, please answer parts a, b, and c below.

a. How serious was this injury?

☐ 1. Not serious

☐ 2. Slightly serious

☐ 3. Serious

☐ 4. Very serious

b. How long ago did the injury occur?

☐ 1. Within the past year

☐ 2. 1 to 2 years ago

☐ 3. 2 to 3 years ago

☐ 4. 3 to 4 years ago

☐ 5. More than 4 years ago

c. Was the child unconscious?

☐ 0. I don't know

☐ 1. No

## Parent Checklist

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## Checklists

### Online Entry of Parent Checklist

**Parent's Checklist**

**Identifying Information**

Examinee's Name: Adam Sample Checklist Date: 12/14/2014

Respondent's Name (Last) \* Sample (First Name) \* Sally

Preferred Form of Address: \* Mrs. Relationship: \* 1. Mother Specify

**Part I: Current Home and Health Status**

A. With whom does the examinee live? 1. Both parents (together in one home) Specify

B. Was the examinee adopted? 1. No Examinee's age at adoption: Specify

C. Are any languages other than English spoken in the examinee's home? 1. No Specify

D. How many other children live in the examinee's home? 3. Three Enter ages Three other children, aged , live in ...

E. Have there been any recent changes in family life (for example, a birth, a divorce, or a move to a new home)? 1. No Specify

F. What is the examinee's overall physical health? 1. Is usually in good health and physically fit Specify

G. Has the examinee ever sustained a head injury? 1. No If yes, please answer parts a, b, and c below.

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## WIIP's Comprehensive Report – Integrates Teacher Information



### Comprehensive Report

Name: Sample, Adam  
Date of Birth: 07/23/2005  
Age: 9 years, 3 months  
Sex: Male  
Dates of Testing:  
10/09/2014 (COG)  
10/10/2014 (CL)  
10/08/2014 (ACH)

Grade: 4.1  
Examiner: Miriam Smart

#### REASON FOR REFERRAL

Miss Miriam Smart, Adam's teacher, referred him for an evaluation of a suspected learning disability. This evaluation is intended to address the following questions: What cognitive, language, and/or academic strengths and weaknesses exist? What are Adam'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 Online Scoring and Reporting Program, Release 1.0

#### TEACHER'S REPORT

Miss Miriam Smart, Adam's teacher, responded to a checklist on 09/23/2014 to provide information based on recent direct observations of, and typical experience with, Adam.

Miss Smart described Adam as motivated and intelligent, but also insecure. At school, his mood is typical of others of his age. He needs more one-to-one attention but completes about as much schoolwork as other boys his age.

Adam generally persists with difficult tasks. He always, or almost always, listens when spoken to directly. His oral responses to questions are slow but careful. Adam usually organizes his tasks and activities, follows instructions, and finishes his schoolwork. He usually keeps assignments and school supplies in order and remembers what he is supposed to do. He reacts normally to distractions and adapts to them. Some reported behaviors may be inhibiting classroom performance. Adam frequently fails to give close attention to details or makes careless mistakes. He seems to have difficulty sustaining attention in tasks or play activities. He usually remains seated when expected to. Adam's activity level and style of motor activity are similar to other boys his age. He can play quietly when required. He generally talks much less than other boys his age. Adam's social interaction skills are typical for boys his age. For example, he takes turns appropriately. Miss Smart is most concerned about the amount of one-to-one attention he requires in the classroom. This behavior interferes with his classroom performance from time to time.

Miss Smart provided the following observations about Adam's behavior in the classroom. He demonstrates slightly serious anxiousness and withdrawal in the classroom. However, these behaviors are not disruptive.

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## WIIP 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 upon single tests. Other measures are based upon logical-empirical combinations of tests called clusters. 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 others his age. There is a 68% probability that his true GIA score would be included in the range of standard scores from 86 to 95. A composite index of Adam's fluid and crystallized intellectual abilities is also in the average range.

Among the WJ IV cognitive measures, Adam's standard scores are within the high average range for one test (Number Series). His scores are within the average range for four clusters (Comprehension-Knowledge, Comprehension-Knowledge 3, Fluid Reasoning, and Visual Processing) and eight tests (Oral Vocabulary, Visualization, General Information, Concept Formation, Numbers Reversed, Non-word Repetition, Visual-Auditory Learning, and Picture Recognition). His scores are within the low average range for four clusters (Short-Term Working Memory, Auditory Processing, Long-Term Retrieval, and Number Facility) and three tests (Verbal Attention, Phonological Processing, and Number-Pattern Matching), and within the low range for three clusters (Perceptual Speed, Cognitive Efficiency, and Cognitive Efficiency-Extended) and two tests (Letter-Pattern Matching and Story Recall).

An analysis of variations among Adam's cognitive scores (including some cognitive-linguistic scores) suggests that Number Series, Number Matrices, and Fluid Reasoning are relative strengths for him. He demonstrated relative weaknesses in Letter-Pattern Matching, Story Recall, and Perceptual Speed.

Among the WJ IV achievement measures, Adam's standard scores are within the average range for six clusters (Oral Language, Broad Oral Language, Oral Expression, Listening Comprehension, Phonemic Coding, and Vocabulary) and five tests (Picture Vocabulary, Oral Comprehension, Sentence Repetition, Understanding Directions, and Sound Blending). His scores are within the low average range for one cluster (Speed of Lexical Access) and three tests (Segmentation, Rapid Picture Naming, and Retrieval Fluency).

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

Adam's overall academic achievement, as measured by the WJ IV Broad Achievement standard score, is in the low average range of others his age.

Among the WJ IV Tests of Achievement measures, Adam's standard scores are within the high average range for three clusters (Mathematics, Broad Mathematics, and Math Calculation Skills) and three tests (Calculation, Math Facts Fluency, and Number Matrices). His scores are within the average range for three clusters (Math Problem Solving, Academic Fluency, and Academic Knowledge) and four tests (Applied Problems, Science, Social Studies, and Humanities). His scores are within the low average range for 13 clusters (Reading, Broad Reading, Basic Reading Skills, Reading Comprehension, Reading Fluency, Reading Rate, Written Language, Broad Written Language, Basic Writing Skills, Written Expression, Academic Skills, Academic Applications, and Phoneme-Grapheme Knowledge) and 11 tests (Letter-Word Identification, Passage Comprehension, Writing Samples, Word Attack, Oral Reading, Sentence Reading Fluency, Sentence Writing Fluency, Reading

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## WIIP Comprehensive Report- Recommendations

WIIP Comprehensive Report  
Sample, Adam  
October 10, 2014

Speed drills may help develop Adam's automatic sight recognition of words. Using lists of words (e.g., high-frequency words), allow Adam to read the list for 1 minute. Record the number of errors Adam makes during the timed reading. Have Adam chart his progress on each timing.

Select a short passage at Adam's instructional level and set an oral reading rate criterion. Determine the criterion by timing Adam for 1 minute and then counting how many correct words he reads. Next, have Adam read and reread the passage over time until the rate criterion is reached. Ask Adam to chart his rate to keep a record and to maintain motivation.

Providing opportunities for Adam to orally practice new words in isolation before reading the words in connected text may increase his fluency while reading.

Repeated reading may help increase Adam's reading fluency. Adam should read a short passage several times until he can read the passage with ease. Select material that is at Adam's instructional level. Have Adam read through the passage aloud. Record the number of errors and the time it took Adam to read the passage. When Adam completes the passage, review the misread words and then have him read it again. Continue this approach until Adam has read the passage three to five times or has read the passage fluently and accurately.

The phrase-drill error-correction procedure may be helpful for developing Adam's reading fluency. In this procedure, combine immediate corrective feedback with rehearsal of the corrected error. When Adam makes an error on a word, model the correct word immediately. Then ask Adam to reread the phrase (where the error occurred) three times.

Select an appropriate text for reading practice, and pair Adam with a proficient reader. Teach both students the procedures you want them to follow for practicing their reading. Tell them that they will each have a turn to read a paragraph aloud while the other student follows along. Have the proficient reader go first to model fluent reading. After both students have read the same paragraph aloud, the students should discuss what they have read and reread or identify the main points during the discussion. Then they should repeat this procedure for each of the remaining paragraphs in the passage.

Teach Adam to use strategies to increase reading comprehension, such as looking for clues to word meanings based on context, analyzing the meanings of morphemes in the word, and analyzing the structure of the whole sentence.

To build Adam's reading comprehension, engage him in a Directed Reading-Thinking Activity (DR-TA). This method uses activities before, during, and after reading to enhance comprehension. Before reading, activate prior knowledge on the topic to be read. Then ask Adam to make predictions about what he thinks will happen. Have him read the text to a predetermined point and then check his predictions. After reading the first section, discuss Adam's predictions and have him revise his predictions before reading the next section. Repeat this process until Adam has read the entire selection.

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## Summary

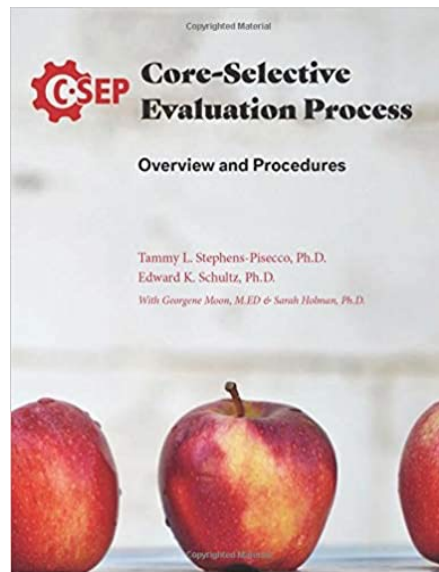
- Our schools collect an abundance of data on students and should be used as part of the assessment process
- The days of over-testing students should be placed behind us
- A targeted, purposeful evaluation will allow the evaluator to spend less time on testing and more time on analyzing the data to 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., WIIP) are available to assist evaluators on linking assessment results to recommendations

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# Core-Selective Evaluation Process: Overview & Procedures



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## Questions??

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