Comprehensive Report

Name: Jones, Jared
Date of Birth: 04/19/2007
Age: 7 years, 11 months
Sex: Male
Date of Testing: 03/06/2015

School:
Teacher:
ID:
Examiner:

TESTS ADMINISTERED
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development

TEST SESSION OBSERVATIONS

Observations of Jared's behavior were made during the *Tests of Early Cognitive and Academic Development*. His conversational proficiency seemed very limited for his age level. He was uncooperative at times during the examination; his activity level seemed typical for his age. He appeared at ease, comfortable, and attentive to the tasks during the examination. He responded promptly, but carefully, to test questions, noticeably increasing his level of effort for difficult tasks.

INTERPRETIVE OVERVIEW OF SCORES

The scores derived from this administration can be interpreted at different levels. Interpretation of Jared's performance can be based upon single tests and/or upon logical-empirical combinations of tests called clusters. Variations within groups of scores are evaluated to determine if any relative strengths and weaknesses exist.

Jared's overall intellectual ability, as measured by the WJ IV General Intellectual Ability—Early Development (GIA-EDev) standard score (66), is in the very low range of others his age. There is a 90% probability that his true GIA-EDev score would be included in the range of standard scores from 61 to 71. By comparison, a composite index of Jared's picture-naming and sentence-repetition abilities (73) is in the low range of standard scores 66 to 81. However, the scores on two of the component tests are significantly different, making it problematic to interpret Jared's Expressive Language score as a single measure of expressive language ability.

Among the WJ IV ECAD cognitive measures, Jared's standard scores are within the average range for one test (Picture Vocabulary). His scores are within the low average range for two tests (Memory for Names and Visual Closure); within the low range for one test (Verbal Analogies); and within the very low range for three tests (Sound Blending, Sentence Repetition, and Rapid Picture Naming).

An analysis of variations among Jared's cognitive test scores suggests that Picture Vocabulary is a relative strength for him. He demonstrated relative weaknesses in Sound Blending and Rapid Picture Naming.

Jared's overall academic achievement, as measured by the WJ IV ECAD Early Academic Skills standard score, is in the very low range of others his age.

Among the WJ IV ECAD achievement measures, Jared's standard scores are within the low range for one test (Number Sense); and within the very low range for two tests (Letter-Word Identification and Writing).

An analysis of variations among Jared's early academic skills test scores revealed no relative strengths and weaknesses.

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A comparison was made between Jared's overall intellectual ability and his overall early academic skills. When compared to his overall intellectual ability, Jared's performance was consistent with the score predicted for his early academic skills.

INSTRUCTIONAL RECOMMENDATIONS AND INTERVENTIONS

It may be useful to determine exactly which capital and lowercase letters Jared recognizes and can identify. Print each of the 26 letters of the alphabet on an index card. Make one card for the capital letter and one card for the lowercase letter so there are 52 cards in all. Present the letters to Jared in random order, and keep a list of known and unknown letters. The procedure can be repeated several times. Unidentified letters become instructional objectives. As a higher-level variation on the procedure, ask Jared to match capital and lowercase letters.

Use of a Concrete-Representational-Abstract (CRA) sequence insures that Jared understands the computation or fact by first using manipulatives, then drawing representations (pictures or tallies) of the problem, and finally solving the problem with actual numbers.

Teach Jared how to form letters, using numbered arrow cues if necessary. Ask Jared to name the letter as he writes it. Then ask him to store the image of the letter in Jared's mind and to hold that image for periods of increasing duration before writing the letter. Progress to having Jared write letters from memory and then compare the letters to a model.

A well-designed, multicomponent reading program that targets phonology as well as orthography, morphology, syntax, and semantics may be the most beneficial for improving Jared's word retrieval and reading fluency.

When presenting new information, it may be important to associate the key points to Jared's prior knowledge or personal experiences. This may enable him to make meaningful connections, facilitating learning and memory.

Provide Jared with direct instruction in sound blending using the following steps:

1.   Have Jared say the word.

2.   Present the word using prolonged sounds, but with no break between the sounds, and ask Jared to say the word.

3.   Present the sounds with a short break between them and ask Jared to say the word.

4.   Present the word with a quarter-second, then a half-second, then a 1-second break between the sounds and ask Jared to say the word after each presentation.

Reading aloud to Jared is a helpful activity for vocabulary development. Select books that include new vocabulary words for Jared. While reading, pause and explain any unknown words that may negatively affect his comprehension. After reading the books, discuss the new words and their meanings more fully.

Understanding core mathematical concepts is needed to solve novel problems that involve reasoning with numbers. Provide Jared with high-quality instruction, with guided practice, to ensure he can solve basic mathematics facts and execute mathematics procedures quickly and efficiently. Conceptually understanding whole numbers and committing addition and subtraction facts to memory will support more efficient and effective numeric problem solving.

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Teach Jared to repeat to remember. For example, to help Jared remember a new word or phrase, ask him to repeat the word or phrase immediately after hearing it and then ask him to repeat the word or phrase at timed intervals thereafter. The more repetition cycles Jared experiences, the more likely he will be to permanently encode the information and readily access it when needed. After this intervention has been successfully used with Jared, and he understands the importance of repeating to remember, periodically remind him to remember to repeat.

Direct instruction is one of the most effective ways of developing knowledge of math concepts, symbols, and vocabulary. Intentional, explicit teaching of specific mathematical terms and formulas will likely improve Jared's knowledge of quantitative concepts.

Oral explanations by a teacher or tutor, in conjunction with discussions with Jared, will help clarify what he has learned and may increase his understanding of quantitative concepts.

Introduce Jared to the concept of the empty number line-a number line with no numbers or markers-as a tool to help him create mental images and perform mental calculations without paper. Use a string of100 beads that alternate in color by groups of ten. Teach Jared to count to 100 by tens by moving each group of 10 beads from right to left on the string, saying "Ten," "Twenty," "Thirty,", up to "One hundred" as each group of 10 beads is moved from right to left. Then ask him to do the same. Explain that 23 can be expressed as two "jumps" of 10 beads plus one more "jump" of 3 beads. Develop gamelike activities that involve going from one number to another in the fewest number of jumps. For example, ask Jared, "How can we go from 0 to 46 in the fewest number of jumps of tens and ones?" Conduct an Internet search for the empty number line concept to locate teaching strategies and lessons for adding and subtracting numbers using this concept.

Help Jared develop early number competencies and number operations. Begin or review by teaching Jared to count on his fingers and solve problems in the form of $n + 1$. Progress to combinations with totals of 10 or fewer. For addition, teach Jared to count out each addend on his fingers and then count all of the fingers to obtain the total. Demonstrate subtraction using finger counting by holding up two fingers on one hand and then covering one of the exposed fingers with the other hand while explaining the subtraction or "take away" process ($n - 1$). Use this same method to demonstrate subtraction of 1, 2, and 3 from quantities of 3, 4, and 5. Then use manipulatives to demonstrate subtraction with up to 10 objects. When Jared can add and subtract without using his fingers or manipulatives, progress to verbal activities to develop Jared's ability to mentally add and subtract with small numbers.