



## Division of Special Education Psychological Services

### Vignette #1

Genevieve is an 8 year, 6 month old female student in the third grade. She was referred for an initial assessment by her parents and the SSPT due to concerns about her reading decoding skills, her phonemic awareness and difficulty retrieving information from her long term memory.

Aside from catching a cold from time to time, Genevieve's mother stated that she is generally a healthy child. Last month, she passed her vision and hearing test. She does not take any medication and has not had any serious illnesses, surgeries or injuries.

Genevieve is an only child and she resides with her biological parents in an English only speaking household. Her entire educational history includes attendance in an LAUSD elementary school. According to cumulative records, she has always struggled to meet academic standards in reading. Her mother has noticed that Genevieve struggles academically more and more every year and she does not know how to assist her. Teacher comments from the cumulative folder indicate that her teachers have been concerned that she has a difficult time with reading and recalling information that she has previously learned in class.

Genevieve's testing behavior was generally appropriate. She was respectful and attempted to do her best on every task.



**Division of Special Education  
Psychological Services**

**Case Study #1  
APPENDIX  
ASSESSMENT DATA SUMMARY**

**RELATIVE MEANING OF STANDARDIZED SCORES**

	Well Below Average	Below Average	Low Average	Average	High Average	Superior	Very Superior
<b>Standard Score</b>	below 70	70-79	80-89	90-109	110-119	120-129	above 130
<b>Scaled Score</b>	0-3	4-5	6-7	8-12	13-14	15-16	17+
<b>Percentile Rank</b>	1	2-8	9-24	25-75	76-91	92-98	99

**Cognitive Assessment System – 2<sup>nd</sup> Edition (CAS 2)**

*Subtests                      Scaled Scores      Standard Scores      Percentiles*

Planned Codes	8		
Planned Connections	8		
<b>PLANNING</b>		<b>88</b>	<b>21</b>
Matrices	13		
Verbal-Spatial Relations	6		
<b>SIMULTANEOUS</b>		<b>96</b>	<b>39</b>
Expressive Attention	9		
Number Detection	10		
<b>ATTENTION</b>		<b>97</b>	<b>42</b>
Word Series	12		
Sentence Repetition	8		
<b>SUCCESSIVE</b>		<b>100</b>	<b>50</b>

**Comprehensive Test of Phonological Processing – 2<sup>nd</sup> Edition (CTOPP 2)**

*Subtests                      Standard Scores      Composite Scores      Percentiles*

Elision	7		
Blending Words	11		
Phoneme Isolation	8		
<b>PHONOLOGICAL AWARENESS</b>		<b>92</b>	<b>30</b>
Memory for Digits	11		
Nonword Repetition	8		
<b>PHONOLOGICAL MEMORY</b>		<b>98</b>	<b>45</b>
Rapid Digit Naming	10		
Rapid Letter Naming	8		
<b>RAPID SYMBOLIC NAMING</b>		<b>95</b>	<b>37</b>



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### Test of Visual Perceptual Skills, 3<sup>rd</sup> Edition (TVPS-3)

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Visual Discrimination	8		
Visual Memory	12		
Visual Spatial-Relationships	13		
Visual Form-Constancy	13		
<b>BASIC</b>		<b>108</b>	<b>70</b>
Visual Sequential-Memory	8		
<b>SEQUENCING</b>		<b>90</b>	<b>25</b>
Visual Figure Ground	11		
Visual Closure	15		
<b>COMPLEX</b>		<b>115</b>	<b>84</b>

### Beery-Buktenica Developmental Test Visual Motor Integration, 6<sup>th</sup> Edition (VMI-6)

<i>Standard Score</i>	<i>Scaled Score</i>	<i>Percentiles</i>
86	7	18

### Beery-Buktenica Developmental Test of Visual Motor and Motor Coordination- 6<sup>th</sup> Edition (VMI-6)

	<b>Visual Perception</b>	<b>Motor Coordination</b>
Raw Score	23	23
Standard Score	99	99
Scaled Score	10	10
Performance	Average	Average



## Division of Special Education Psychological Services

### Wide Range Assessment of Memory and Learning, Second Edition (WRAML2)

Subtests	Scaled Scores	Standard Scores	Percentiles
Story Memory	13		
Verbal Learning	10		
<b>Verbal Memory</b>		108	70
Design Memory	8		
Picture Memory	7		
<b>Visual Memory</b>		85	16
Finger Windows	10		
Number Letter	13		
<b>Attention/Concentration</b>		109	73
Sound Symbol	4		
Sound Symbol Recall	5		
<b>General Memory</b>		101	53

### Behavior Assessment System for Children, 2<sup>nd</sup> Edition (BASC-2) 11/16/2015 Teacher Rating Scale-C (TRS-C)

<i>Scale</i>	<i>T-Score</i>	<i>Percentiles</i>	<i>Descriptor</i>
Hyperactivity	41	12	Average
Aggression	43	24	Average
Conduct Problems	42	20	Average
Anxiety	72	96	Clinically Significant
Depression	61	88	At Risk
Somatization	43	21	Average
Attention Problems	42	26	Average
Learning Problems	64	89	At Risk
Atypicality	53	75	Average
Withdrawal	39	5	Average
<b>ADAPTIVE SCALES</b>			
Adaptability	52	56	Average
Social Skills	67	95	Average
Leadership	54	65	Average
Study Skills	47	38	Average
Functional Communication	44	26	Average



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### Behavior Assessment System for Children, 2<sup>nd</sup> Edition (BASC-2) 11/13/2015 Parent Rating Scale-C (PRS-C)

<i>Scale</i>	<i>T-Score</i>	<i>Percentiles</i>	<i>Descriptor</i>
Hyperactivity	41	17	Average
Aggression	37	3	Average
Conduct Problems	43	24	Average
Anxiety	67	94	At Risk
Depression	49	56	Average
Somatization	42	22	Average
Atypicality	44	30	Average
Withdrawal	47	44	Average
Attention Problems	51	56	Average
<b>ADAPTIVE SCALES</b>			
Adaptability	48	41	Average
Social Skills	48	42	Average
Leadership	53	60	Average
Activities of Daily Living	44	28	Average
Functional Communication	47	34	Average

### Behavior Assessment System for Children, 2<sup>nd</sup> Edition (BASC-2) Self-Report-C (SRP-C)

<i>Scale</i>	<i>T-Score</i>	<i>Percentile Rank</i>	<i>Range</i>
Attitude to School	47	49	Average
Attitude to Teachers	55	77	Average
Atypicality	44	33	Average
Locus Of Control	46	42	Average
Social Stress	48	49	Average
Anxiety	44	32	Average
Depression	50	62	Average
Sense of Inadequacy	46	42	Average

Attention Problems	51	59	Average
Hyperactivity	46	41	Average
Relations with Parents	62	93	Average
Interpersonal Relations	56	68	Average
Self-Esteem	58	88	Average
Self-Reliance	62	89	Average

### Conners-3 Teacher Rating Scale: Short Version

<i>Scales</i>	<i>T-Score</i>	<i>Qualitative Description</i>
Inattention	50	Average
Hyperactivity/Impulsivity	43	Average
Learning Problems/ Executive Functioning	70	Very Elevated
Aggression	45	Average
Peer Relations	44	Average

**Positive Impression:3    Negative Impression:0**



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### Conners-3 Parent Rating Scale: Short Version

Scales	T-Score	Qualitative Description
Inattention	55	Average
Hyperactivity/Impulsivity	44	Average
Learning Problems	87	Very Elevated
Executive Functioning	51	Average
Defiance/Aggression	44	Average
Peer Relations	44	Average

**Positive Impression:1    Negative Impression:0**

### Vignette #1 (Addendum)

Results of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) from first grade indicated Genevieve was in the “intensive” range indicating she needed a high level of support in the area of reading. In her nonword sense fluency- correct letter sounds her score was 27 with the target being 58, her nonword fluency-whole word reading was 4 with a target of 13, her fluency was 11 with the target being 47, and her reading accuracy being 43 with the target being 90. Results of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) from second grade indicated Genevieve was again in the “intensive” range. Her reading fluency was 35 with the target being 87, her reading accuracy was 85 with the target being 97, and she did not attempt the retell portion as her fluency was too low.

She began attending intervention in the Learning Center in kindergarten (3x/week, 45 minutes each session) to address concerns in phonemic awareness and overall reading development. She currently attends the Learning Center 4x/week, 60 minutes each session to address decoding/phonological skills.

### Woodcock Johnson Tests of Achievement IV (WJ-IV)

Clusters/Tests	Standard Scores
Broad Reading	79
Broad Math	83
Broad Written Language	95
Basic Reading Skills	84
Reading Comprehension	85
Math Calculation Skills	84
Math Reasoning	80
Written Expression	99
Academic Skills	88
Academic Fluency	78
Academic Application	87



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### Vignette #2

Samuel is a 10 year, 3 month old male student in the fourth grade. He was referred for an initial assessment by the SSPT due to concerns about his academic performance.

Samuel's mother stated that he is generally a healthy child. According to the health assessment, he passed both the hearing and vision screening. He does not take any medication and has not had any serious illnesses, surgeries or injuries.

Samuel resides with his biological parents in a Spanish speaking household. He is currently classified as an ELD 1 student. Teacher comments from the SSPT indicate that his teacher is concerned with reading and writing. Math calculation is an area of strength for Ryan.

During the assessment session, the monolingual psychologist noted that Samuel had a difficult time following directions. Receptive and expressive language were noted to be below age expectations.



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Case Study #2  
**APPENDIX**  
**ASSESSMENT DATA SUMMARY**

**RELATIVE MEANING OF STANDARDIZED SCORES**

	Well Below Average	Below Average	Low Average	Average	High Average	Superior	Very Superior
<b>Standard Score</b>	below 70	70-79	80-89	90-109	110-119	120-129	above 130
<b>Scaled Score</b>	0-3	4-5	6-7	8-12	13-14	15-16	17+
<b>Percentile Rank</b>	1	2-8	9-24	25-75	76-91	92-98	99

**Cognitive Assessment System – 2<sup>nd</sup> Edition (CAS 2)**

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Planned Codes	8		
Planned Connections	8		
<b>PLANNING</b>		<b>88</b>	<b>21</b>
Matrices	9		
Verbal-Spatial Relations	5		
<b>SIMULTANEOUS</b>		<b>82</b>	<b>9</b>
Expressive Attention	8		
Number Detection	8		
<b>ATTENTION</b>		<b>88</b>	<b>21</b>
Word Series	6		
Sentence Questions	5		
<b>SUCCESSIVE</b>		<b>73</b>	<b>04</b>
<b>Executive Functioning without Working Memory</b>		<b>88</b>	<b>21</b>
<b>Executive Functioning with Working Memory</b>		<b>75</b>	<b>5</b>
<b>Working Memory</b>		<b>70</b>	<b>02</b>

**Test of Auditory Processing Skills, 3<sup>rd</sup> Edition (TAPS-3)**

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Word Discrimination	6		
Phonological Segmentation	1		
Phonological Blending	3		
<b>PHONOLOGIC</b>		<b>66</b>	<b>1</b>
Number Memory Forward	7		
Number Memory Reversed	11		
Word Memory	5		
Sentence Memory	6		
<b>MEMORY</b>		<b>86</b>	<b>18</b>
Auditory Comprehension	3		



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Auditory Reasoning	5		
<b>COHESION</b>		<b>70</b>	<b>2</b>

**Overall Standard Score= 76; Percentile= 5**

### Test of Visual Perceptual Skills, 3<sup>rd</sup> Edition (TVPS-3)

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Visual Discrimination	8		
Visual Memory	7		
Visual Spatial-Relationships	8		
Visual Form-Constancy	7		
<b>BASIC</b>		<b>88</b>	<b>21</b>
Visual Sequential-Memory	8		
<b>SEQUENCING</b>		<b>90</b>	<b>25</b>
Visual Figure Ground	6		
Visual Closure	8		
<b>COMPLEX</b>		<b>85</b>	<b>16</b>

**Overall Standard Score= 87; Percentile= 19**

### Beery-Buktenica Developmental Test Visual Motor Integration, 6<sup>th</sup> Edition (VMI-6)

<i>Standard Score</i>	<i>Scaled Score</i>	<i>Percentile</i>
93	10	34

### Woodcock Munoz Language Survey- Revised, Normative Update (WMLS-R, NU)

Cluster/Subtest	Standard Score	Percentile Rank
	English	
<b>Oral Language</b>	<55	<01
<b>Listening</b>	56	01
<b>Oral Expression</b>	57	01
Picture Vocabulary	<55	<01
Verbal Analogies	61	02
Understanding Directions	57	01
Story Recall	68	04



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### Behavior Assessment System for Children, 3<sup>rd</sup> Edition (BASC-3) Teacher Rating Scale-C (TRS-C)

<i>Scale</i>	<i>T-Score</i>	<i>Percentiles</i>	<i>Descriptor</i>
Hyperactivity	66	91	At-Risk
Aggression	79	97	Average
Conduct Problems	68	93	Average
Anxiety	41	15	Average
Depression	48	54	Average
Somatization	44	29	Average
Attention Problems	59	79	Average
Learning Problems	70	93	Clinically Significant
Atypicality	62	88	At-Risk
Withdrawal	83	99	Clinically Significant
<b>ADAPTIVE SCALES</b>	<b>24</b>	<b>1</b>	<b>Clinically Significant</b>
Adaptability	17	1	Clinically Significant
Social Skills	27	1	Clinically Significant
Leadership	31	2	At-Risk
Study Skills	28	1	Clinically Significant
Functional Communication	33	7	Clinically Significant

### Behavior Assessment System for Children, 3<sup>rd</sup> Edition (BASC-3) Parent Rating Scale-C (PRS-C)

<i>Scale</i>	<i>T-Score</i>	<i>Percentiles</i>	<i>Descriptor</i>
Hyperactivity	57	79	Average
Aggression	81	99	Average
Conduct Problems	61	86	At-risk
Anxiety	46	34	Average
Depression	52	66	Average
Somatization	43	26	Average
Atypicality	47	51	Average
Withdrawal	53	70	Average
Attention Problems	54	67	Average
<b>ADAPTIVE SCALES</b>	<b>45</b>	<b>32</b>	<b>Average</b>
Adaptability	51	53	Average
Social Skills	37	12	At-Risk
Leadership	58	76	Average
Activities of Daily Living	37	12	At-Risk
Functional Communication	46	35	Average



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**Vignette #2 (Addendum)**

**Classroom-Based Assessments**

Samuel’s teacher assessed his acquisition of early literacy skills using the Dynamic Indicators of Early Literacy Skills (DIBELS). According to the DIBELS assessment results, Samuel performed in the Well Below Benchmark range on the composite. His phoneme segmentation fluency, nonsense word fluency – correct letter sounds (cls), and first sound fluency is in Well Below Benchmark range, while his nonsense word fluency – whole word read (wwr) skills are in the Below Benchmark range.

**Woodcock Johnson Tests of Achievement IV (WJ-IV)**

***Clusters/Tests***

***Standard Scores***

Broad Reading	68	Basic Writing Skills	76
Broad Math	66	Written Expression	63
Broad Written Language	67	Academic Skills	67
Basic Reading Skills	78	Academic Fluency	-
Reading Comprehension	74	Academic Application	68
Math Calculation Skills	67	Academic Achievement	64
Math Reasoning	77		

Educational History: Samuel enrolled at West Elementary School in August 2017 after recently moving to the United States from Mexico.



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**Vignette #3**

This initial psycho-educational evaluation is being conducted at the request of Connor’s parents and teachers due to concerns regarding a possible learning disability as well as some concerns regarding attention and focus concerns. Conner is an only child who lives with his parents and older brother, who has been diagnosed with Autism. While hearing and vision are within normal limits according to the school nurse, Conner has asthma. Conner is currently in the 2<sup>nd</sup> grade. Teachers consistently report that he is an enthusiastic learner, has excellent number sense and problem solving skills. In 1<sup>st</sup> grade it was reported that he demonstrated emerging skills in using decoding strategies like context picture clues or phonics to read new words and simple sentences. His sight word vocabulary was continuing to grow. He has good attendance, although he is frequently 5 to 10 minutes tardy.

**APPENDIX**

**ASSESSMENT DATA SUMMARY  
RELATIVE MEANING OF STANDARDIZED SCORES**

*Performance levels for all tests administered are reported according to the following scale:*

	<b>Well Below Average</b>	<b>Below Average</b>	<b>Low Average</b>	<b>Average</b>	<b>High Average</b>	<b>Superior</b>	<b>Very Superior</b>
<b>Standard Score</b>	below 70	70-79	80-89	90-109	110-119	120-129	above 130
<b>Scaled Score</b>	0-3	4-5	6-7	8-12	13-14	15-16	17+
<b>*T-Score</b>	<30	31-39	40-60		61-69	70-80+	
<b>Percentile</b>	1	2-8	9-24	25-75	76-91	92-98	99
<b>Rank</b>							



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COGNITIVE ASSESSMENT SYSTEM 2 (CAS-2)

*Subtests*

*Scaled Scores   Standard Scores   Percentiles*

Planned Codes	7			TEST OF
Planned Connections**	12			
<b>PLANNING</b>		<b>97</b>	<b>42</b>	
Matrices	12			
Verbal-Spatial Relations	10			
<b>SIMULTANEOUS</b>		<b>105</b>	<b>63</b>	
Expressive Attention	11			
Number Detection	7			
<b>ATTENTION</b>		<b>94</b>	<b>34</b>	
Word Series	14			
Sentence Repetition	14			
<b>SUCCESSIVE</b>		<b>123</b>	<b>94</b>	
<b>EXECUTIVE FUNCTIONING WITHOUT WORKING MEMORY</b>		<b>109</b>	<b>73</b>	
<b>EXECUTIVE FUNCTIONING WITH WORKING MEMORY</b>		<b>112</b>	<b>79</b>	
<b>WORKING MEMORY</b>		<b>112</b>	<b>79</b>	

AUDITORY PROCESSING SKILLS, 3<sup>RD</sup> EDITION (TAPS-3)

*Subtests*

*Scaled Scores   Standard Scores   Percentiles*

Word Discrimination	13		
Phonological Segmentation	9		
Phonological Blending	12		
<b>PHONOLOGIC</b>		<b>107</b>	<b>68</b>



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Number Memory Forward	13		
Number Memory Reversed	13		
Word Memory	15		
Sentence Memory	15		
<b>MEMORY</b>		<b>120</b>	<b>91</b>
Auditory Comprehension	16		
Auditory Reasoning	13		
<b>COHESION</b>		<b>123</b>	<b>94</b>
<b>OVERALL</b>		<b>116</b>	<b>86</b>

COMPREHENSIVE TEST OF PHONOLOGICAL PROCESSING 2ND EDITION (CTOPP-2)

**Subtests** *Standard Scores* *Composite Scores* *Percentiles*

Elison	8		
Blending Words	11		
Sound Matching	5		
<b>PHONOLOGICAL AWARENESS</b>		<b>88</b>	<b>21</b>
Memory for Digits	13		
Non-word Repetition	6		
<b>PHONOLOGICAL MEMORY</b>		<b>98</b>	<b>45</b>
Rapid Digit Naming	8		
Rapid Letter Naming	8		
<b>RAPID SYMBOLIC NAMING</b>		<b>88</b>	<b>21</b>





## Division of Special Education Psychological Services

### BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN 3<sup>RD</sup> EDITION (BASC-3) – PARENT AND TEACHER REPORTS

Scales	Parent Rating T-Score	Teacher T-Score
Hyperactivity	64	44
Aggression	53	42
<b>Externalizing Problems</b>	<b>57</b>	<b>42</b>
Anxiety	60	51
Depression	49	39
Somatization	48	43
<b>Internalizing Problems</b>	<b>53</b>	<b>43</b>
Atypicality	46	41
Withdrawal	56	46
Attention Problems	47	61
<b>Behavioral Index</b>	<b>53</b>	<b>44</b>
Adaptability	58	51
Social Skills	64	62
Functional Communication	55	58
Activities of Daily Living	43	
<b>Adaptive Skills</b>	<b>59</b>	<b>53</b>



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CONNERS 3-PARENT AND TEACHER FORM: SHORT VERSION

*Parent Rating*

*2<sup>nd</sup> grade Teacher Rating*

Scales	T-Score	Significance	T-Score	Significance
		Range		Range
Inattention	81	Very Elevated	63	High Average
Hyperactivity/ Impulsivity	90	Very Elevated	56	Average
Learning Problems	75	Very Elevated	62	High Average
Executive Functioning	83	Very Elevated		
Defiance/Aggression	52	Average	46	Average
Peer Relations	58	Average	45	Average

**ACADEMIC ACHIEVEMENT:**

WOODCOCK JOHNSON IV

**Clusters/Tests**

**Standard Scores**

Letter and Word Identification	69
Passage Comprehension	71
Sentence Reading Fluency	63
<b>Broad Reading</b>	<b>65</b>
Applied Problems	97
Math Calculation	93
Math Facts Fluency	103
<b>Broad Math</b>	<b>98</b>
Writing Samples	112
Spelling	73
Sentence Writing Fluency	75
<b>Broad Written Language</b>	<b>86</b>
<b>Broad Achievement</b>	<b>78</b>



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### **Vignette # 3 Addendum**

Conner recognizes 21/21 consonant letters sounds, 1/3 digraphs and 4/5 short vowel sounds. He is reading 83/100 high frequency words. His current teacher stated that Connor often relies on picture clues to help him decode the words and derive meaning from the text; however, if given just text, his decoding and comprehension skills fall to approximately a beginning to mid-1<sup>st</sup> grade level, which would fall under *Needs Support*. Writing and spelling are also areas of need. Connor writes in simple sentence and he needs adult prompts and encouragement to add details. He “provides minimal responses” when writing, although orally can tell you in more detail. He can spell CVC words and writes phonetically. His writing is estimated to be at approximately a 1<sup>st</sup> grade level. In math, Connor is able to add and subtract 2-3 digits numbers without regrouping. He knows his 2’s multiplication facts and has a conceptual understanding of the skill. He is able to solve word problems and explain his thinking. His teacher noted that he has an “amazing way that he thinks about numbers.”

### **Vignette #4**

Danny is an 8 year old male student in the second grade. He was referred for an initial assessment by his parents and teachers due to concerns about his academic performance in English Language Arts.

Danny resides with his biological parents in an English speaking household. His mother stated that he is generally a healthy child. He does not take any medication and has not had any serious illnesses, surgeries or injuries.

Teacher comments from the SSPT indicate that his teacher is concerned with reading and writing. Per teacher report, Danny is currently reading at an instructional level J (beginning of 2<sup>nd</sup> grade). Difficulties are noted in his decoding and fluency skills as well as identifying high frequency and sight words. He attempts to sound out words and when it doesn’t sound right, he continues to try and sound it out. He often relies on pictures to give him clues.



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**Vignette #4  
APPENDIX  
ASSESSMENT DATA SUMMARY**

**RELATIVE MEANING OF STANDARDIZED SCORES**

	Well Below Average	Below Average	Low Average	Average	High Average	Superior	Very Superior
<b>Standard Score</b>	below 70	70-79	80-89	90-109	110-119	120-129	above 130
<b>Scaled Score</b>	0-3	4-5	6-7	8-12	13-14	15-16	17+
<b>Percentile Rank</b>	1	2-8	9-24	25-75	76-91	92-98	99

**COGNITIVE ASSESSMENT SYSTEM 2 (CAS-2)**

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Planned Codes	7		
Planned Connections**	12		
<b>PLANNING</b>		<b>97</b>	<b>42</b>
Matrices	12		
Verbal-Spatial Relations	10		
<b>SIMULTANEOUS</b>		<b>105</b>	<b>63</b>
Expressive Attention	11		
Number Detection	7		
<b>ATTENTION</b>		<b>94</b>	<b>34</b>
Word Series	14		
Sentence Repetition	14		
<b>SUCCESSIVE</b>		<b>123</b>	<b>94</b>
<b>EXECUTIVE FUNCTIONING WITHOUT WORKING MEMORY</b>		<b>109</b>	<b>73</b>
<b>EXECUTIVE FUNCTIONING WITH WORKING MEMORY</b>		<b>112</b>	<b>79</b>
<b>WORKING MEMORY</b>		<b>112</b>	<b>79</b>

**TEST OF AUDITORY PROCESSING SKILLS, 3<sup>RD</sup> EDITION (TAPS-3)**

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Word Discrimination	13		
Phonological Segmentation	9		
Phonological Blending	12		
<b>PHONOLOGIC</b>		<b>107</b>	<b>68</b>
Number Memory Forward	13		
Number Memory Reversed	13		
Word Memory	15		
Sentence Memory	15		
<b>MEMORY</b>		<b>120</b>	<b>91</b>
Auditory Comprehension	16		
Auditory Reasoning	13		
<b>COHESION</b>		<b>123</b>	<b>94</b>
<b>OVERALL</b>		<b>116</b>	<b>86</b>



## Division of Special Education Psychological Services

### COMPREHENSIVE TEST OF PHONOLOGICAL PROCESSING 2ND EDITION (CTOPP-2)

<i>Subtests</i>	<i>Standard Scores</i>	<i>Composite Scores</i>	<i>Percentiles</i>
Elision	8		
Blending Words	11		
Sound Matching	5		
<b>PHONOLOGICAL AWARENESS</b>		<b>88</b>	<b>21</b>
Memory for Digits	13		
Non-word Repetition	6		
<b>PHONOLOGICAL MEMORY</b>		<b>98</b>	<b>45</b>
Rapid Digit Naming	8		
Rapid Letter Naming	8		
<b>RAPID SYMBOLIC NAMING</b>		<b>88</b>	<b>21</b>

### TEST OF VISUAL PERCEPTUAL SKILLS, 3<sup>RD</sup> EDITION (TVPS-3)

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Visual Discrimination	11		
Visual Memory	12		
Visual Spatial-Relationships	12		
Visual Form-Constancy	9		
<b>BASIC</b>		<b>105</b>	<b>63</b>
Visual Sequential-Memory	10		
<b>SEQUENCING</b>		<b>100</b>	<b>50</b>
Visual Figure Ground	17		
Visual Closure	6		
<b>COMPLEX</b>		<b>108</b>	<b>70</b>
<b>OVERALL</b>		<b>105</b>	<b>63</b>

### BEERY-BUKTENICA DEVELOPMENTAL TEST VISUAL MOTOR INTEGRATION, 6<sup>TH</sup> EDITION (VMI-6)

<i>Standard Score</i>	<i>Scaled Score</i>	<i>Percentiles</i>
109	12	73

### SOCIAL EMOTIONAL RATING SCALES

#### BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN 3<sup>RD</sup> EDITION (BASC-3) – PARENT AND TEACHER REPORTS

Scales	Parent Rating T-Score	Teacher T-Score
Hyperactivity	64	44
Aggression	53	42
<b>Externalizing Problems</b>	<b>57</b>	<b>42</b>
Anxiety	60	51
Depression	49	39
Somatization	48	43
<b>Internalizing Problems</b>	<b>53</b>	<b>43</b>
Atypicality	46	41
Withdrawal	56	46
Attention Problems	47	61
<b>Behavioral Index</b>	<b>53</b>	<b>44</b>
Adaptability	58	51
Social Skills	64	62
Functional Communication	55	58



## Division of Special Education Psychological Services

Activities of Daily Living	43	
<b>Adaptive Skills</b>	<b>59</b>	<b>53</b>

CONNERS 3-PARENT AND TEACHER FORM: SHORT VERSION

Scales	<i>Parent Rating</i>		<i>2<sup>nd</sup> grade Teacher Rating</i>	
	T-Score	Significance Range	T-Score	Significance Range
Inattention	81	Very Elevated	63	High Average
Hyperactivity/ Impulsivity	90	Very Elevated	56	Average
Learning Problems	75	Very Elevated	62	High Average
Executive Functioning	83	Very Elevated		
Defiance/Aggression	52	Average	46	Average
Peer Relations	58	Average	45	Average

### **Vignette #4-Addendum**

**INTERVENTION HISTORY:**

An SSPT meeting was held in 1<sup>st</sup> grade for Danny. Concerns were regarding Language Arts. He was having difficulty with sight words, identifying initial sounds and was at Guided Reading Level B (should have been at F). A Follow-Up SST meeting was held. Danny had made progress and was showing improvements in his reading and writing. He was at Guided Reading Level D (however, should have been at levels I, J, or K).

**Academic Performance:**

Danny’s 2<sup>nd</sup> grade teachers stated that he recognizes 21/21 consonant letters sounds, 1/3 digraphs and 4/5 short vowel sounds. He is reading 83/100 high frequency words. At the end of the semester his reading level was I (based on the Columbia teacher’s reading guide), which was noted as *Partially Proficient*. His fluency was 25.6 correct words per minute, when given text at his instructional level. His teacher stated that Danny often relies on picture clues to help him decode the words and derive meaning from the text; however, if given just text, his decoding and comprehension skills fall to approximately a beginning to mid-1<sup>st</sup> grade level, which would fall under *Needs Support*.

**ACADEMIC ACHIEVEMENT:**

WOODCOCK JOHNSON IV

<i>Clusters/Tests</i>	<i>Standard Scores</i>
Letter and Word Identification	69
Passage Comprehension	71
Sentence Reading Fluency	63
<b><i>Broad Reading</i></b>	<b>65</b>
Applied Problems	97
Math Calculation	93
Math Facts Fluency	103
<b><i>Broad Math</i></b>	<b>98</b>
Writing Samples	112
Spelling	73
Sentence Writing Fluency	75
<b><i>Broad Written Language</i></b>	<b>86</b>
<b><i>Broad Achievement</i></b>	<b>78</b>



## Division of Special Education Psychological Services

### Vignette #5

Stephen is a 7-year, 2-month old second grade student enrolled at East Elementary School. He was referred for an assessment by his parents due to concerns with his academic performance.

Per LAUSD health assessment report, Stephen is in good overall health. He passed his hearing and vision screening. Stephen has no medical diagnoses and he is not prescribed any medication.

Stephen lives at home with his parents and his older brother. Per parent report, Stephen's father struggled with reading as a child. English is the only language spoken in the home.

Stephen began his educational history at East Elementary School in kindergarten. According to his parents, Stephen has struggled with reading and writing. Per parent report, Stephen needs support with reading and they have been providing individual tutoring on a weekly basis for the past six months.



**Division of Special Education  
Psychological Services**

**Vignette #5**

**APPENDIX**  
**ASSESSMENT DATA SUMMARY**

**RELATIVE MEANING OF STANDARDIZED SCORES**

	Well Below Average	Below Average	Low Average	Average	High Average	Superior	Very Superior
<b>Standard Score</b>	<b>below 70</b>	<b>70-79</b>	<b>80-89</b>	<b>90-109</b>	<b>110-119</b>	<b>120-129</b>	<b>above 130</b>
<b>Scaled Score</b>	<b>0-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-12</b>	<b>13-14</b>	<b>15-16</b>	<b>17+</b>
<b>Percentile Rank</b>	<b>1</b>	<b>2-8</b>	<b>9-24</b>	<b>25-75</b>	<b>76-91</b>	<b>92-98</b>	<b>99</b>

**Wide Range Assessment of Memory and Learning 2 (WRAML2)-**

	Scaled Score	Standard Scores	Percentile
Story Memory	11		
Verbal Learning	8		
<b>Verbal Memory Index</b>		97	42
Design Memory	5		
Picture Memory	13		
<b>Visual Memory Index</b>		94	34
Finger Windows	6		
Number Letter	8		
<b>Attention/Concentration Index</b>		82	12
<b>General Memory Index</b>		87	19
Story Recognition	12		
Verbal Learning Recognition	7		
<b>Verbal Recognition</b>		96	39
Design Recognition	9		
Picture Memory Recognition	8		
<b>Visual Recognition</b>		90	25
<b>General Recognition</b>		92	30
Sound Symbol	8		
Sound Symbol Recall	9		
Story Memory Recall	15		
Verbal Learning Recall	10		



## Division of Special Education Psychological Services

### **COMPREHENSIVE TEST OF PHONOLOGICAL PROCESSING – 2<sup>nd</sup> EDITION (CTOPP 2):**

<i>Subtests</i>	<i>Standard Scores</i>	<i>Composite Scores</i>	<i>Percentiles</i>
Elision	9		
Blending Words	8		
Phoneme Isolation	9		
<b>PHONOLOGICAL AWARENESS</b>		<b>92</b>	<b>30</b>
Memory for Digits	8		
Nonword Repetition	8		
<b>PHONOLOGICAL MEMORY</b>		<b>88</b>	<b>21</b>
Rapid Digit Naming	9		
Rapid Letter Naming	9		
<b>RAPID SYMBOLIC NAMING</b>		<b>95</b>	<b>37</b>

### **COGNITIVE ASSESSMENT SYSTEM – 2<sup>nd</sup> EDITION (CAS 2) –**

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Planned Codes	15		
Planned Connections	11		
<b>PLANNING</b>		<b>116</b>	<b>86</b>
Matrices	10		
Verbal-Spatial Relations	10		
<b>SIMULTANEOUS</b>		<b>100</b>	<b>50</b>
Expressive Attention	14		
Number Detection	13		
<b>ATTENTION</b>		<b>120</b>	<b>91</b>
Word Series	12		
Sentence Questions	10		
<b>SUCCESSIVE</b>		<b>106</b>	<b>66</b>

Subtest	CAS2 Supplemental Scales		
	Executive Functioning without Working Memory	Executive Functioning with Working Memory	Working Memory
Composite Index Scores	115	108	100
Percentile Rank	84	70	50

### **MOTOR-FREE VISUAL PROCESSING TEST-4th EDITION (MVPT-4)**

<i>Standard Score</i>	<i>Percentiles</i>
94	34



## Division of Special Education Psychological Services

### **BEERY-BUKTENICA DEVELOPMENTAL TEST VISUAL MOTOR INTEGRATION, 6<sup>th</sup> Edition (VMI-6) :**

Standard Score	Scaled Score	Percentiles
92	8	30

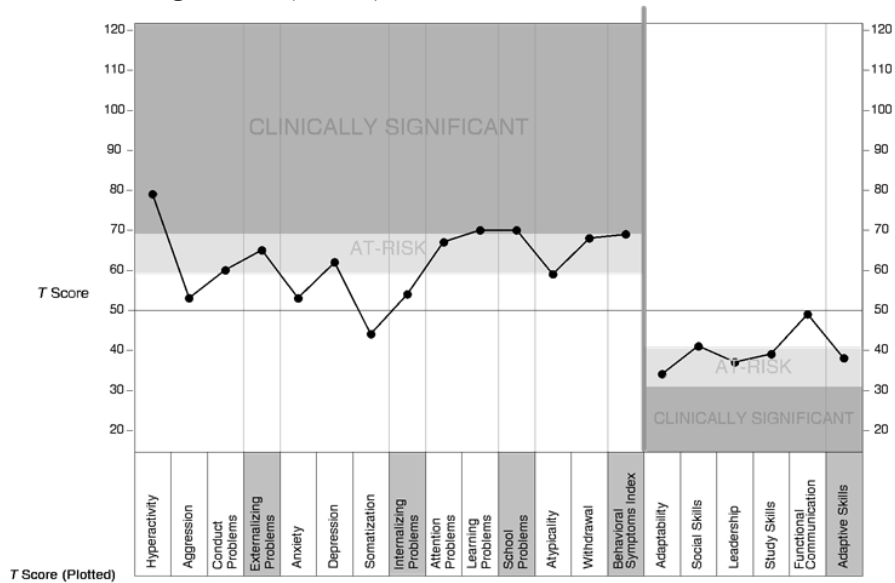
### **TEST OF AUDITORY PROCESSING SKILLS, 3<sup>rd</sup> EDITION (TAPS-3):**

Subtests	Scaled Scores	Standard Scores
Word Discrimination	14	
Phonological Segmentation	9	
Phonological Blending	13	
<b>PHONOLOGIC</b>		<b>110</b>
Number Memory Forward	8	
Number Memory Reversed	10	
Word Memory	10	
Sentence Memory	7	
<b>MEMORY</b>		<b>94</b>
Auditory Comprehension	10	
Auditory Reasoning	12	
<b>COHESION</b>		<b>105</b>

**Overall Standard Score=101**

### **BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN, 3<sup>rd</sup> EDITION**

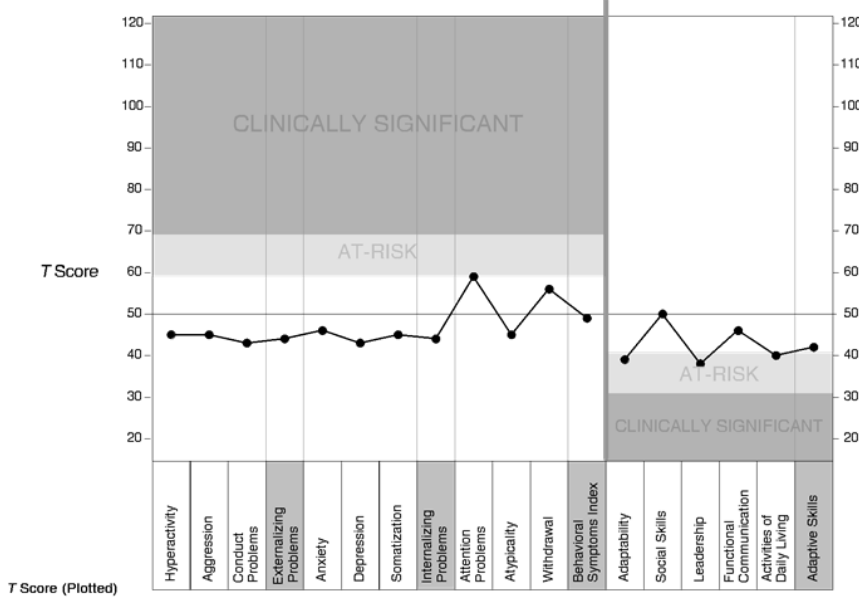
#### **Teacher Rating Scale-C (TRS-C)**





## Division of Special Education Psychological Services

### BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN, 3rd EDITION-Parent Rating Scale-C (PRS-C)



### Vignette #5 (Addendum)

#### **Classroom-Based Assessments**

Stephen’s teacher assessed his acquisition of early literacy skills using the Dynamic Indicators of Early Literacy Skills (DIBELS). According to the DIBELS assessment results, Stephen performed in the Benchmark range in all areas. His phoneme segmentation fluency, nonsense word fluency – correct letter sounds (cls), are in the Benchmark range. Nonsense word fluency – whole word read (wwr) and DIBELS Oral Reading Fluency (DORF) skills are also in the Benchmark range.

#### **Elementary School Progress (End of Year Marks)**

The table below is a summary of Stephen’s end of year marks. Stephen’s effort is described to be consistent across all areas.



## Division of Special Education Psychological Services

Grade	Math	Reading	Writing	Listening	Speaking
Kinder	3	3	3	3	4
1st	3	3	2	3	3

(Please note: The following descriptors describe achievement grades/marks: 4=Advanced, 3=Proficient, 2=Partially Proficient, 1=Not Proficient).

### Woodcock Johnson IV

Composite/Subtest	Standard Score	Descriptor
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Reading	94	Average
Broad Reading	90	Average
Mathematics	102	Average
Broad Mathematics	98	Average
Math Calculation Skills	114	Average
Written Language	97	Average
Broad Written Language	101	Average
Written Expression	89	Low Average
Academic Skills	110	Average
Academic Fluency	99	Average
Academic Applications	90	Average
Brief Achievement	97	Average
Broad Achievement	95	Average



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Letter-Word Identification	100	Average
Applied Problems	94	Average
Spelling	105	Average
Passage Comprehension	99	Average
Calculation	121	Average
Writing Samples	98	Average
Sentence Reading Fluency	97	Average
Math Facts Fluency	111	Average
Sentence Writing Fluency	96	Average

### Vignette #6

Stephen is a 7-year, 2-month old second grade student enrolled at East Elementary School. He was referred for an assessment due to concerns with his academic performance.

Per LAUSD health assessment report, Stephen is in good overall health. He passed his hearing and vision screening. Stephen has no medical diagnoses and he is not prescribed any medication.

Stephen lives at home with his parents and his older brother. Per parent report, Stephen's father also struggled with reading as a child. English is the only language spoken in the home.

Stephen began his educational history at East Elementary School in kindergarten. According to cumulative records, he has struggled to meet academic standards in reading and writing. Teacher comments from the cumulative folder indicate that his teachers have been concerned that Stephen has not acquired foundational reading skills despite intervention.



**Division of Special Education  
Psychological Services**

**Vignette #6**

**APPENDIX**  
**ASSESSMENT DATA SUMMARY**

**RELATIVE MEANING OF STANDARDIZED SCORES**

	Well Below Average	Below Average	Low Average	Average	High Average	Superior	Very Superior
<b>Standard Score</b>	<b>below 70</b>	<b>70-79</b>	<b>80-89</b>	<b>90-109</b>	<b>110-119</b>	<b>120-129</b>	<b>above 130</b>
<b>Scaled Score</b>	<b>0-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-12</b>	<b>13-14</b>	<b>15-16</b>	<b>17+</b>
<b>Percentile Rank</b>	<b>1</b>	<b>2-8</b>	<b>9-24</b>	<b>25-75</b>	<b>76-91</b>	<b>92-98</b>	<b>99</b>

**Wide Range Assessment of Memory and Learning 2 (WRAML2)-**

	Scaled Score	Standard Scores	Percentile
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Sound Symbol	4		
Sound Symbol Recall	5		
Story Memory Recall	15		
Verbal Learning Recall	10		



## Division of Special Education Psychological Services

### **COMPREHENSIVE TEST OF PHONOLOGICAL PROCESSING – 2<sup>nd</sup> EDITION (CTOPP 2):**

<i>Subtests</i>	<i>Standard Scores</i>	<i>Composite Scores</i>	<i>Percentiles</i>
Elision	9		
Blending Words	6		
Phoneme Isolation	4		
<b>PHONOLOGICAL AWARENESS</b>		<b>77</b>	<b>6</b>
Memory for Digits	6		
Nonword Repetition	7		
<b>PHONOLOGICAL MEMORY</b>		<b>79</b>	<b>8</b>
Rapid Digit Naming	9		
Rapid Letter Naming	9		
<b>RAPID SYMBOLIC NAMING</b>		<b>95</b>	<b>37</b>

### **COGNITIVE ASSESSMENT SYSTEM – 2<sup>nd</sup> EDITION (CAS 2) –**

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Planned Codes	15		
Planned Connections	11		
<b>PLANNING</b>		<b>116</b>	<b>86</b>
Matrices	10		
Verbal-Spatial Relations	10		
<b>SIMULTANEOUS</b>		<b>100</b>	<b>50</b>
Expressive Attention	14		
Number Detection	13		
<b>ATTENTION</b>		<b>120</b>	<b>91</b>
Word Series	12		
Sentence Questions	10		
<b>SUCCESSIVE</b>		<b>106</b>	<b>66</b>

Subtest	CAS2 Supplemental Scales		
	Executive Functioning without Working Memory	Executive Functioning with Working Memory	Working Memory
Composite Index Scores	115	108	100
Percentile Rank	84	70	50

### **MOTOR-FREE VISUAL PROCESSING TEST-4th EDITION (MVPT-4)**

<i>Standard Score</i>	<i>Percentiles</i>
94	34



## Division of Special Education Psychological Services

### BEERY-BUKTENICA DEVELOPMENTAL TEST VISUAL MOTOR INTEGRATION, 6<sup>th</sup> Edition (VMI-6) :

Standard Score	Scaled Score	Percentiles
92	8	30

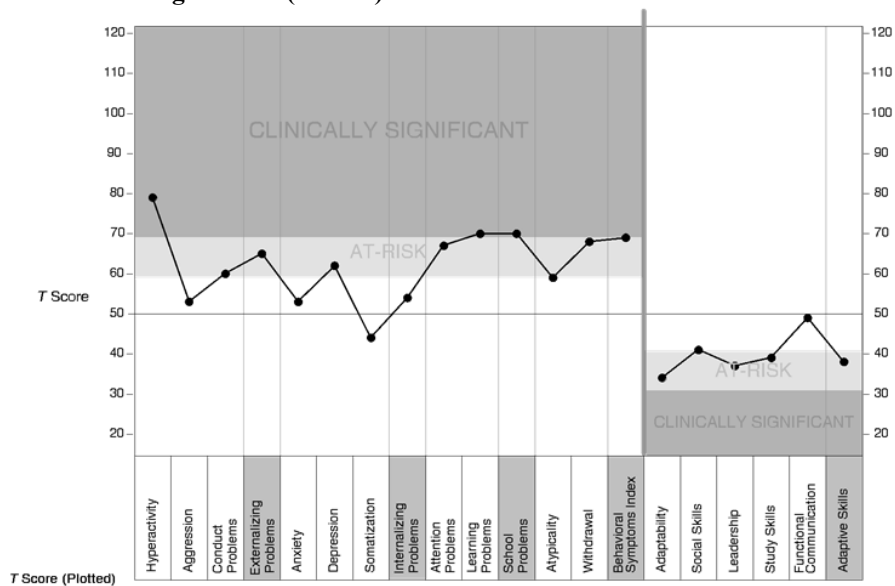
### TEST OF AUDITORY PROCESSING SKILLS, 3<sup>rd</sup> EDITION (TAPS-3):

<i>Subtests</i>	<i>Scaled Scores</i>	<i>Standard Scores</i>
Word Discrimination	14	
Phonological Segmentation	9	
Phonological Blending	13	
<b>PHONOLOGIC</b>		<b>110</b>
Number Memory Forward	8	
Number Memory Reversed	10	
Word Memory	10	
Sentence Memory	7	
<b>MEMORY</b>		<b>94</b>
Auditory Comprehension	10	
Auditory Reasoning	12	
<b>COHESION</b>		<b>105</b>

**Overall Standard Score=101**

### BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN, 3<sup>rd</sup> EDITION

#### Teacher Rating Scale-C (TRS-C)





## Division of Special Education Psychological Services

### Vignette #6 (Addendum)

#### Classroom-Based Assessments

Stephen’s teacher assessed his acquisition of early literacy skills using the Dynamic Indicators of Early Literacy Skills (DIBELS). According to the DIBELS assessment results, Stephen performed in the Benchmark range in some areas of the composite, and in the Well Below Benchmark range in others. His phoneme segmentation fluency, nonsense word fluency – correct letter sounds (cls), are in the Benchmark range, while his nonsense word fluency – whole word read (wwr) and DIBELS Oral Reading Fluency (DORF) skills are in the Well Below Benchmark range. Stephen has received a lot of outside tutoring, funded by his parents, with the focus on phonemic awareness and phonics through a direct instruction model.

#### Woodcock Johnson IV

Composite/Subtest	Standard Score	Descriptor
Reading	77	Below Average
Broad Reading	72	Below Average
Mathematics	87	Low Average
Broad Mathematics	78	Below Average
Math Calculation Skills	75	Below Average
Written Language	67	Well Below Average
Broad Written Language	73	Below Average
Written Expression	80	Low Average
Academic Skills	70	Below Average
Academic Fluency	74	Below Average
Academic Applications	80	Low Average



## Division of Special Education Psychological Services

Brief Achievement	75	Below Average
Broad Achievement	73	Below Average
Letter-Word Identification	71	Below Average
Applied Problems	94	Average
Spelling	68	Well Below Average
Passage Comprehension	87	Low Average
Calculation	82	Low Average
Writing Samples	73	Below Average
Sentence Reading Fluency	73	Below Average
Math Facts Fluency	70	Below Average
Sentence Writing Fluency	96	Average