

Vashon Island School District
INDIVIDUALIZED ASSESSMENT SUMMARY: SCHOOL PSYCHOLOGIST

Student Name:	Birthdate:
School:	Grade:
Age:	Teacher/Counselor:
CAG:	Evaluation Date:
Examiner:	

Purpose of Assessment: Initial Evaluation Reevaluation

This report addresses the following areas:

- | | | |
|-----------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior/Social/Emotional | <input type="checkbox"/> Cognitive |
| <input type="checkbox"/> Adaptive | <input type="checkbox"/> Classroom Observation | <input type="checkbox"/> Vocational |

The following procedures and/or instruments have been used by this examiner to explore this student's identified concerns:

- | | | |
|--|--|---|
| <input type="checkbox"/> Classroom Observation | <input type="checkbox"/> Review of Records | <input type="checkbox"/> Student Interview |
| <input type="checkbox"/> Teacher Reports | <input type="checkbox"/> Parent Report | <input type="checkbox"/> Behavior Rating Scales |
- Individual Testing: Scores are included in the body of this report and/or on the attached test score summary. Scores are based on comparison to same-age peers unless otherwise noted.

Observations During Testing:

- Based on these observations, the following test results may be interpreted as valid and reliable estimates of this student's current levels of functioning.
- Based on these observations, the following test results should be interpreted with caution. Comments:
- This student has limited English proficiency. Assessment materials and procedures were selected and administered to ensure that they measured the extent to which the student has a disability rather than his/her English language skills. Specific details include:

ACADEMIC FUNCTIONING

Test(s) Administered: _____ Date _____

- Woodcock Johnson Tests of Achievement-Revised (WJ-R)
- Woodcock Johnson Tests of Achievement-Third Edition (WJ-III)
- Wechsler Individual Achievement Test (WIAT)
- Wide Range Achievement Test-Third Edition (WRATHIII)
- Woodcock Reading Mastery Test-Revised
- Other:

Reading: On the _____, Basic Reading skills were found to be within the _____ range with a Standard Score of _____ (_____ percentile). Reading Comprehension skills were found to be within the _____ range with a Standard Score of _____ (_____ percentile).

Comments:

Math: On the _____, Math Calculation skills were found to be within the _____ range with a Standard Score of _____ (_____ percentile). Math Reasoning skills were found to be within the _____ range with a Standard Score of _____ (_____ percentile).

Comments:

Written Expression: On the _____, Spelling skills were found to be within the _____ range with a Standard Score of _____ (_____ percentile). Overall Written Expression skills were found to be within the _____ range with a Standard Score of _____ (_____ percentile).

Comments:

Listening Comprehension: On the _____, Listening Comprehension skills were found to be within the _____ range with a Standard Score of _____ (_____ percentile).

Comments:

Oral Expression: On the _____, Oral Expression skills were found to be within the _____ range with a Standard Score of _____ (_____ percentile).

Comments:

ADAPTIVE FUNCTIONING

Test(s) Administered: _____ Respondent _____ Date _____

Vineland Adaptive Behavior Scale (VABS)

Woodcock Johnson Scales of Independent Behavior-Revised (SIB-R)

Other:

On the _____, overall Adaptive functioning was found to be within the _____ range, with Standard Score results of _____.

Significant deficits in adaptive behavior occur in the areas of: communication, daily living skills, socialization, motor skills, social and communication skills, personal living skills, and community living skills.

Comments:

BEHAVIOR/SOCIAL/EMOTIONAL FUNCTIONING

Test(s) Administered: _____ Respondent _____ Date _____

Conners' Rating Scales-Revised (CRS-R)

Behavioral Assessment System for Children (BASC)

Piers-Harris Self-Concept Scale

Achenbach Child Behavior Checklist (CBCL)

Behavioral Evaluation Scale-Second Edition (BES-2)

Childhood Autism Rating Scale (CARS)

Other:

Social Developmental History:

Current Behavioral Functioning:

Results of observations completed by evaluation personnel show no significant adjustment problems.

Social/emotional development appears age appropriate.

Comments:

Some inappropriate behaviors are demonstrated; however, these are not the primary cause of the academic difficulties. These behaviors are:

Comments:

On the _____, Standard Score results include:

Since the rating scales measure levels of disturbance, only percentiles equal to or greater than the 98th percentile (T-score >70) are interpreted as out of the normal range or within the Clinically Significant range. Any score within the Clinically Significant range suggests a high level of maladjustment. Behavioral/Social/Emotional functioning was found to be within the _____ range in the following areas:

This student has demonstrated the following characteristic(s) to a marked degree and over a long period of time:

- An inability to learn which cannot be explained by intellectual, sensory, or health factors. Specific examples include:
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. Specific examples include:
- Inappropriate types of feelings or behavior under normal circumstances. Specific examples include:
- A general pervasive mood of unhappiness or depression. Specific examples include:
- A tendency to develop physical symptoms or fears associated with personal or school problems. Specific examples include:
- A profound disorder in communication or socially responsive behavior. Specific examples include:
- Extreme withdrawal from social interaction or aggressiveness over an extended period of time. Specific examples include:

Comments:

CLASSROOM OBSERVATION: was observed on in the general education classroom special education classroom. Summary of Observations:

Certain behaviors were observed which negatively affect this student's academic performance in the general classroom:

- Frequently distracted Talking to peers Out of seat Indication of confusion with directions
- Slow work completion Daydreaming Doing other work
- Difficulties with class assignments Other:

Relationship between the observed behavior(s) and this student's educational performance:

COGNITIVE FUNCTIONING

Test(s) Administered:

Date

- Comprehensive Test of Nonverbal Intelligence (CTONI)
- Differential Ability Scales (DAS)
- Leiter Performance Scales-Revised
- Kaufman Assessment Battery for Children (K-ABC)
- Stanford-Binet Intelligence Scale-Fourth Edition (SBIV)
- Wechsler Adult Intelligence Scale-Third Edition (WAIS-III)
- Wechsler Intelligence Scale for Children-Third Edition (WISC-III)
- Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)
- Woodcock Johnson Test of Cognitive Ability-Revised (WJ-R)
- Woodcock Johnson Test of Cognitive Ability-Third Edition (WJ-III)
- Other:

On the , intellectual functioning was found to be within the range, with Standard Score results of .

Comments:

VOCATIONAL FUNCTIONING: (For students age 14 or older)

- This student has not yet considered career options.
- This student has career interests in:
- This student has not had work experience.
- Job experience has been obtained in:
- Interaction skills to function in prevocational settings are appropriate.

Some inappropriate behaviors are exhibited which may negatively affect performance in a job situation.

These behaviors are:

Poor attendance

Difficulty focusing on task

Low motivation to achieve

Lack of organization

Lack of responsibility in meeting commitments

Tendency toward negative social interaction

Lack of persistence in completing tasks

Other:

Comments:

SIGNIFICANCE OF FINDINGS – AS RELATED TO THE STUDENT’S SUSPECTED DISABILITY(IES) AND INSTRUCTIONAL PROGRAM:

A factor which interferes with this student’s educational performance in the general classroom setting is:

The adverse effect(s) is/are:

Another factor which interferes with this student’s educational performance in the general classroom setting is:

The adverse effect(s) is/are:

This student’s strengths include:

RECOMMENDATIONS:

An addendum to this IAS has been placed in the legal file.

School Psychologist’s Signature

Date