



REPORT REFERENCE DOCUMENT
Mandated Components for Psycho-educational Reports

**Los Angeles Unified School District
Division of Special Education**

PSYCHO-EDUCATIONAL ASSESSMENT

**Psychological
Services
SESC
Northeast/Northwest/
South/East/West/Central**

Name:	Attending School:
Birth Date:	Home School:
Student I.D. #:	Grade:
Chronological Age:	Current Eligibility:
Gender:	Current Placement:
Ethnicity:	Current DIS:
Home Language:	
Language Classification: EL or EO (specify ELD level) IFEP/RFEP/PRP/TEL (grades 6-12)	
Language of Instruction: (if EL)	Examiner:
Language of Assessment: (if EL)	Date of Report:

The following assessment report may contain sensitive information subject to misinterpretation by untrained individuals.

REASON FOR REFERRAL:

Must include, but may not be limited to:

- Source of referral (teacher, parent, Student Support and Progress Team (SSPT), Intervention Team, DIS provider, etc.)
- Major reason why student was referred and/or parent concerns
- List of disabilities suspected (e.g., Emotional Disturbance (ED), Specific Learning Disability (SLD), Other Health Impaired (OHI), etc.)

BACKGROUND INFORMATION:

Health/Development

Must include, but may not be limited to:

- Developmental milestones/developmental history
- Any health issues that might impact learning
- Relevant medication information
- Vision and hearing information
- Outside health reports

Relevant health evaluation information must be a part of any comprehensive evaluation.

Family History:

Must include, but may not be limited to (include the source of your information):

- Foster home or Licensed Children's Institution (LCI) residence
- All persons with whom the student now lives
- History of household changes, including changes in family members in the household

- Home language
- Indicators in the home that may impede educational performance
- Family history of developmental, medical, and/or learning difficulties

Educational History:

*Include student's academic history/data **prior to current school year**. All information related to current school year should go in academic achievement section later in report.*

Sources of data: cumulative records, teacher comments, school records, MyData, and Misis

Must include, but may not be limited to (include the source of your information):

- History of schools attended
- Achievement history (summarize cumulative record comments, report card information, periodic assessment results, and state assessment data)
- Longstanding strengths
- History of difficulties
- Attendance history
- Discipline history
- EL information (*In a sentence or two, indicate the student's initial language status identification (EO, EL, IFEP), summarize history of types of language instruction program (e.g., Structured English Immersion, English Only, Waiver to Basic, etc.) Then refer reader to Language Section later in report.*)

Regional Center History

If applicable and available, summarize and indicate source of information. If not available or not applicable, state this.

Drug and Alcohol History

If applicable, summarize and indicate source of information. If not available or not applicable, state this.

Probation/Juvenile Court Involvement

If applicable, summarize and indicate source of information. If not available or not applicable, state this.

Department of Child and Family Services (DCFS) Involvement

If applicable, summarize and indicate source of information. If not available or not applicable, state this.

GENERAL EDUCATION INTERVENTION HISTORY:

Refer to Outcome 18 pre-referral intervention requirements for assessments considering ED as an eligibility.

Must include, but may not be limited to (include the source of your information):

- Dates of SSPT meetings and interventions developed/recommended as a result of meetings
- Information about parent participation
- Description (in narrative or chart form) of academic, behavioral, and social/emotional interventions
 - Describe the interventions and areas targeted.

- Note how long interventions were implemented.
- Document if other providers observed the same academic/behavioral challenges.
- Note any improvements.
- Document if the interventions were research-based and documented with fidelity.
- Note if no interventions have been implemented or documented.

SPECIAL EDUCATION HISTORY:

Must include, but may not be limited to (include the source of your information):

- Summary of relevant information from previous psychoeducational reports
- Summary of reports from other disciplines as appropriate
- Summary of IEP history (in narrative or chart form): dates, student eligibility, instructional setting, goal attainment, and supports (include DIS services, behavior support plan)

OUTSIDE/PRIVATE ASSESSMENTS:

Identify the source of the outside report (author and agency), the date of the report, and summarize the salient parts of the outside/private assessment appropriately.

(Note: IEP team should upload the outside/private assessment into Welligent if it has not been previously uploaded. Reports uploaded into Welligent do not need to be included in the psych file.

ANALYSIS AND INTERPRETATION OF CURRENT ASSESSMENT RESULTS

This statement must be included in all reports.

Materials and procedures used for assessment, and educational planning are selected and administered so as not to be racially, culturally or sexually discriminatory and are considered valid and reliable for this evaluation. When published norms are not appropriate, instruments have been administered for the purpose of analyzing qualitative responses and information. In accordance with LAUSD policy, no IQ tests have been used to determine Special Education eligibility. All assessment procedures measure a limited sample of a person's total repertoire. The selected measures should only be interpreted within the limits of their measured validity. Scores that are used in this report compare the student to same-age peers using standard scores, percentiles, or other scores obtained during the publishers' standardization of the instrument. The evaluation is an accurate and valid description of the student's functioning.

Instruments & Procedures

The list below is not exhaustive. Be sure to include all instruments administered; be sure to delete from the list any instrument that was not administered or add name of instrument administered that is not included in the list below. Edit the list below to reflect the edition of the instrument that was administered. Specify the date(s) on which each instrument was administered.

Observations in the School Setting	Xx/Xx/201x, Xx/Xx/201x
Review of Records	Xx/Xx/201x
Student Interview	Xx/Xx/201x
Parent Interview	Xx/Xx/201x
Teacher Interview	Xx/Xx/201x
Teacher Questionnaire/Report	Xx/Xx/201x

Wide Range Assessment of Memory and Learning 2	Xx/Xx/201x
Cognitive Assessment System-2	Xx/Xx/201x
Test of Auditory Perceptual Skills 3	Xx/Xx/201x
Test of Visual Perceptual Skills 4	Xx/Xx/201x
Comprehensive Test of Phonological Processing-2	Xx/Xx/201x
Behavior Assessment System for Children 3 (Teacher Rating Scale)	Xx/Xx/201x
Behavior Assessment System for Children 3 (Parent Rating Scale)	Xx/Xx/201x
Behavior Assessment System for Children 3 (Self-Report)	Xx/Xx/201x
Conners' 3 Parent Rating Scale	Xx/Xx/201x
Conners' 3 Teacher Rating Scale	Xx/Xx/201x
Behavior Rating Inventory of Executive Function-2	Xx/Xx/201x
Developmental Profile 3	Xx/Xx/201x
Motor Free Visual Perception Test -4	Xx/Xx/201x
	Xx/Xx/201x
	Xx/Xx/201x

BEHAVIORAL OBSERVATIONS

Conduct multiple observations in multiple environments, both structured and unstructured. Specify date of each observation.

Assessment Behavior (e.g., note how the student: cooperates; maintains attention to task; understands and follow instructions; demonstrates motivation; engages in conversation (spontaneous and reciprocal, vocabulary); copes with frustration; displays anxiety, etc.)

Classroom Behavior (e.g., note how the student: transitions between activities; maintains attention; participates in class; begins/completes assignments (work habits); interacts with peers/adults; comprehends directions; asks/accepts assistance, etc.)

Playground/ unstructured settings/nutrition (e.g., observe the quality of peer interactions during recess/nutrition; note how the student interacts with peers, etc.)

➤ *Synthesize behavioral observations and how it impacts educational access to curriculum.*

GENERAL ABILITY/COGNITIVE FUNCTIONING:

STANDARDIZED TESTS OF INTELLIGENCE ARE NOT USED IN LAUSD TO IDENTIFY STUDENTS FOR SPECIAL EDUCATION SERVICES

Be sure to address areas of strength (or better developed skills), areas of need/weakness, and educational implications.

Must include, but may not be limited to:

- Statement about student's overall level of general ability/cognitive functioning, based on alternative assessment
- Summary of performance on standardized instruments administered (WRAML-2; TOMAL-2, CAS-2, etc.) in all areas of processing assessed
- A concluding paragraph that synthesizes the student's overall cognitive skills, indicating whether or not psychological processing strengths and deficits were identified (and if so, in what areas of processing), as appropriate, and the impact of the processing deficits on educational access.

ACADEMIC PERFORMANCE:

*This section should include information from **current academic year.***

Be sure to address areas of strength (or better developed skills), areas of need, and educational implications.

Must include, but may not be limited to (include the source of your information):

- If student currently receives special education services, description of level of support being provided, and statement about current goal attainment/performance/progress
- Anecdotal information from any teacher providing direct instruction
- Anecdotal information from parent, if available
- LAUSD standards-based assessments, including comparison of student to peers
- Report card information
- Summary of results of special education teacher's formal assessment

➤ *Synthesize information relating current academic performance to achievement history as reported in Educational History section.*

LANGUAGE FUNCTION:

Be sure to address areas of strength (or better developed skills), areas of need, and educational implications.

Must include, but may not be limited to (include the source of your information):

- Home and school language
- History of language development, if there are concerns
- If student is receiving Language & Speech (LAS), description of LAS service (e.g. brief history of service, current goal, time/frequency of service)
- Summary of current LAS assessment if one was completed.
- Summary of receptive and expressive language abilities (briefly discuss results of language and processing testing results, and/or observations from examiner and teacher, which would include quality and quantity of spontaneous language, evidence of grammatical and syntactical errors, language among peers).
- Consider cross validation of other measures that address language/communication (e.g. BASC-3 Functional Communication, TOPS-3, Autism Rating scales, etc.)
- **For EL students:**
 - ELD/ESL progress
 - initial language results on CUM language label
 - current ELD level (and description of classification)

- discussion of CELDT/ELPAC history
- analysis of progress or lack of progress in CELDT/ELPAC subtest areas (and not just total CELDT/ELPAC)

[The CELDT introduction below may be used to provide an explanation of the measure.]

California English Language Development Test (CELDT)

School districts are required to assess all English Learners (ELs) to determine each student's individual English proficiency level. The test assesses Listening, Speaking, Reading and Writing skills using performance-based and multiple-choice formats. Scores are reported by proficiency level for each skill area and an overall score. Students are assessed upon entry into a California school, if they meet specific criteria. The assessment must be administered within 30 calendar days of enrollment. Students identified as ELs must be assessed annually until they are reclassified.

➤ **Optional:** use of a table of CELDT classification history (*tables provided below for reference/use*):

California English Language Development Test (CELDT)

SKILL AREA	2 nd Grade Proficiency Level	3 rd Grade Proficiency Level	4 th Grade Proficiency Level	5 th Grade Proficiency Level
Listening				
Speaking				
Reading				
Writing				
Overall				

California English Language Development Test (CELDT)

Grade Level	Listening Proficiency Level	Speaking Proficiency Level	Reading Proficiency Level	Writing Proficiency Level	Overall Proficiency Level
K					
1					
2					
3					
4					

Please Note: CELDT Score Ranges- Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced

➤ *Synthesize testing results, record review, and behavioral observations and how it impacts educational access to curriculum.*

MOTOR ABILITIES:

Be sure to address areas of strength (or better developed skills), areas of need, and educational implications.

Must include, but may not be limited to (include the source of your information):

- Reference to DIS APE/PT/OT, (e.g. brief history of service, current goal, time/frequency of service)
- Examiner, teacher, parent observations of fine and gross motor skills
 - Description of fine motor skills (e.g., handedness, writing or printing skills, ease with which student uses writing tools, facility with using the keyboard, etc.)
 - Description of gross motor skills (e.g., running, walking, participating in physical education, etc.)

- Summary of standardized testing results, if applicable (e.g. VMI-6, Bender-II)
- Summary of current APE/PT/OT reports, if applicable.

SOCIAL EMOTIONAL STATUS:

Be sure to address areas of strength (or better developed skills), areas of need, and educational implications.

Must include, but may not be limited to (include the source of your information):

- Review of relevant school records
- If receiving DIS service, summary of counseling [and/or] ERICS, as a related service provided and progress toward goals
- Analysis and interpretation of results of standardized rating scales
- Broad-band **must** be administered with parent, teacher(s), and student for all assessments
- Narrow-band to be administered based on referral questions/issues raised in broad band results
- Summary of interviews with:

Parents/caregivers

- Description of family relationships/interactions with family members and current family factors related to school functioning
- Work habits/motivation/attention/concentration/peer relations/behavior/interactions with community, etc.

Current teacher(s), school staff (e.g., teacher assistants, yard supervisors, deans, counselors, administrators, etc.)

- Work habits/motivation/attention/concentration/peer relations/ following directions, etc,

Service providers (including outside agencies)

- Type of service, length of service, progress toward goals, frequency of service

Student (e.g., how student feels about self, interests, perception of peer and family relationships, etc.)

- *In a concluding paragraph, synthesize current social-emotional status and the impact on educational access.*

Indicators for Educationally Related Intensive Counseling Services (ERICS), as applicable:

Must include, but may not be limited to (include the source of your information):

- Discussion of the following ERICS Indicators:
 - Frequency and duration of counseling (6 months to 1 year) has been insufficient for student needs
 - One or more psychiatric hospitalizations
 - Marked isolation and social impairment
 - Marked or major depression
 - History of self-injurious behavior
 - Significant aggression towards people and/or animals

- Pattern of repeated negativistic and defiant behavior

ANALYSIS OF BEHAVIOR, as applicable:

Must include, but may not be limited to (include the source of your information):

- Description and analysis (*in narrative or chart form*) of the most salient behavior (as previously discussed in the social-emotional section), impacting student's educational access. The terms below are *operationally defined*:
 - Problem/target behavior (*the behavior that impedes access to instruction. Describe the target behavior in observable, objective terms.*):
 - Antecedents (*what happens before the target behavior?*):
 - Consequences (*what happens after the target behavior?*):
 - Function of behavior (*what purpose does it serve for the student: sensory, escape/avoidance, attention, tangibles?*):
 - Frequency and duration of problem behavior
 - Frequency (*recording the number of times a target behavior occurs*):
 - Duration (*a measurement of how long a student engages in a specific behavior. The behavior must have a discrete beginning and end*):
 - Suggested replacement behavior(s) (*a pro-social behavior that would serve the same function as the target behavior*):
 - Summary of the assessment results if a separate FBA has been conducted

SELF-HELP/ADAPTIVE FUNCTIONING, as applicable (if this section is required but is not on the assessment plan, a revised assessment plan will need to be signed): Be sure to address areas of strength (or better developed skills), areas of need, and educational implications.

Must include, but may not be limited to (include the source of your information):

- Description of the student's ability to function independently, at school, in the home, and in the community
- Description of degree to which challenges in adaptive functioning are related to other areas of disability (e.g., are delays in adaptive skills related to cognitive delays, health issues, autism, etc.), if apparent
- Age-appropriateness of social relationships
- Areas in which the student requires support
- Self-help and care
- Vocational skills
- When adaptive behavior is of concern (e.g. Suspected low cognitive functioning), a summary of results of adaptive behavior ratings **must** be obtained (e.g. Vineland-3, ABAS-3)

OVERALL ASSESSMENT SUMMARY:

The summary should consist of previously described information in one or two paragraphs that provide a brief description of (a) relevant background information and, (b) assessment findings.

*Include **one or two sentences** each covering:*

- Name, referral question, age, grade, ethnic background, EL status, instructional program
- Family dynamics related to educational functioning
- Cognitive abilities, memory, problem solving, processing strengths & needs

- Academic functioning (classroom performance compared to other measures)
- Language/communication functioning
- Motor skills
- Social-emotional status (include ERICS indicators, *as applicable*)

➤ **For Social-Emotional Evaluations Only:** Document if the student appears/does not appear to need DIS Counseling [or] ERICS and explain the rationale, as eligibility is not being considered.

Eligibility Recommendation(s):

Eligibility statements are provided below. Copy, paste, and customize statements for eligibilities being considered into report frame.

➤ *MUST speak to all eligibilities considered, as documented in the “Reason for Referral Section”, regardless of whether or not student is found eligible. Use the language of the law when describing eligibility criteria and make a recommendation regarding the most appropriate eligibility for the student, based on what appears to be the student’s major handicapping condition.*

➤ *If changing the student’s eligibility, please indicate why the former eligibility is no longer applicable.*

Specific Learning Disability

Section 3030(10), Title 5, CCR defines a Specific Learning Disability as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, and results in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas.” In addressing these criteria, the current psycho-educational assessment has identified the following present levels of performance:

Basic Psychological Processes:

- Attention – *Explain and state whether a psychological processing disorder was/was not identified.*
- Visual Processing – *Explain and state whether a psychological processing disorder was/was not identified.*
- Sensory-Motor Skills – *Explain and state whether a psychological processing disorder was/was not identified.*
- Auditory Processing – *Explain and state whether a psychological processing disorder was/was not identified.*
- Phonological Processing- *Explain and state whether a psychological processing disorder was/was not identified.*
- Association, Conceptualization, and Expression – *Explain and state whether a psychological processing disorder was/was not identified.*

Academic Achievement: *Explain, indicating student’s range of academic functioning.*

Based on the above criteria, STUDENT displays/does not display a severe discrepancy between his/her cognitive ability and academic achievement in (*indicate academic area of need*). This discrepancy is primarily due to a psychological processing disorder in the area of (*specify*) and requires special education. Therefore, STUDENT meets/does not currently meet eligibility criteria as a student with a Specific Learning Disability (SLD).

Autism

Based on Section 3030(1), Title 5, CCR, in order to qualify for Special Education services under the category of Autism the following behaviors must be observed and adversely impact the student's educational performance:

- Verbal and nonverbal communication and social interaction are significantly affected. *Explain and provide examples.*

The following behaviors may also be observed in addition to those above:

- Resistance to environmental change or change in daily routines. *Explain and provide examples.*
- Engagement in repetitive activities and stereotyped movements. *Explain and provide examples.*
- Unusual responses to sensory experiences. *Explain and provide examples.*

Based on the above criteria, STUDENT meets/does not meet the eligibility criteria for Autism.

Intellectual Disability

Section 3030(6), Title 5, CCR defines Intellectual Disability (ID) as “a student who has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a pupil's educational performance.” In addressing these criteria, the current psycho-educational assessment has identified the following present levels of performance:

All elements listed below must be determined to establish eligibility:

- The student demonstrates significantly below average intellectual functioning. *Explain and provide examples.*
- The student demonstrates deficits in two or more adaptive behaviors (communication, home living, community use, health and safety, leisure, self-care, social skills, self-direction, functional academics, and/or work). *Explain and provide examples.*
- The deficits were manifested during the developmental period. *Explain and provide examples.*
- The deficits adversely affect the student's educational performance, and require special education to meet the student's needs. *Explain and provide examples.*

Based on the above criteria, STUDENT meets/does not meet the eligibility criteria for intellectual disability (ID).

Emotional Disturbance

Section 3030(4), Title 5, CCR defines an Emotional Disturbance as follows: pupil exhibits one or more of the following characteristics over several situations, have existed over a long period of time, to a marked degree which adversely affecting the pupil's educational performance:

- An inability to learn which cannot be explained by intellectual, sensory or other health factors. *Explain and provide examples.*
- Exhibits an inability to build or maintain satisfactory interpersonal relationships with peers and adults. *Explain and provide examples.*

- Inappropriate types of feelings or behavior under normal circumstances. *Explain and provide examples.*
- A general pervasive mood of unhappiness or depression. *Explain and provide examples.*
- A tendency to develop physical symptoms or fears associated with personal and school problems. *Explain and provide examples.*

The results indicate, therefore, that the eligibility of Emotional Disturbance (ED) is/is not warranted at this time at this time, and Student meets/does not meet the eligibility criteria as a student with an Emotional Disturbance (ED).

Other Health Impairment

Section 3030(9), Title 5, CCR defines Other Health Impairment as when a pupil has limited strength, vitality or alertness, due to chronic or acute health problems, which adversely affects a pupil's educational performance. Article 2.6 56339 (a) A pupil whose educational performance is adversely affected by a suspected or diagnosed attention deficit disorder or attention deficit hyperactivity disorder and demonstrates a need for special educational and related services by meeting eligibility criteria. The results of this evaluation indicate that STUDENT exhibits/does not exhibit a heightened alertness to environmental stimuli that may/may not be due to ADHD and adversely affects/does not adversely affect STUDENT's educational performance.

➤ **Note:** Remember that behaviors associated with ADHD may also be observed in students who qualify under other eligibility categories, and this should be noted when discussing other areas of eligibility.

➤ **Note:** a medical diagnosis is not required to conduct an assessment for OHI due to behaviors associated with ADHD nor to find a student eligible in this category.

Document all exclusionary factors

➤ **Note** – if any one of the exclusionary factors is an issue, please extract the factor from the sample statement, and explain/elaborate, making a statement about whether this issue is or is not the primary cause of student's learning difficulties.

The results of this evaluation are not **primarily** due to environmental, cultural, or economic disadvantage, unfamiliarity with the English language, limited school experience, poor attendance, social maladjustment, intellectual disability, or visual, hearing, or motor impairment.

RECOMMENDATIONS:

1. Refer to IEP team for appropriate eligibility and program placement options for every identified area of need.
2. Recommendations need to be made to address relevant areas of need.
- 3.
- 4.

Name

School Psychologist [or] Bilingual School Psychologist

 Date

APPENDIX

Before the psychoeducational report is submitted, please remove all templates or charts that do not contain data (i.e. charts or templates that do not contain scores). Ensure that the correct edition of the instrument is reflected in the appendix.

ASSESSMENT DATA SUMMARY (Examples of assessment data are below)

RELATIVE MEANING OF STANDARDIZED SCORES

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

Cognitive Assessment System (CAS-2)

Subtests	Scaled Scores	Standard Scores	Percentiles
Planned Codes			
Planned Connections			
PLANNING			
Matrices			
Verbal-Spatial Relations			
SIMULTANEOUS			
Expressive Attention			
Number Detection			
ATTENTION			
Word Series			
Sentence Repetition or Sentence Questions			
SUCCESSIVE			

Comprehensive Test of Phonological Processing (CTOPP-2)

Subtests	Standard Scores	Composite Scores	Percentiles
Elision			
Blending Words			
Sound Matching or Phoneme Isolation			
PHONOLOGICAL AWARENESS			
Memory for Digits			
Nonword Repetition			
PHONOLOGICAL MEMORY			
Rapid Digit Naming			

Rapid Letter Naming			
RAPID SYMBOLIC NAMING			

Test of Auditory Processing Skills- 3rd Edition (TAPS-3)

Subtests	Scaled Scores	Standard Scores	Percentiles
Word Discrimination			
Phonological Segmentation			
Phonological Blending			
BASIC PHONOLOGIC SKILLS			
Number Memory-Forward			
Number Memory-Reversed			
Word Memory			
Sentence Memory			
AUDITORY MEMORY			
Auditory Comprehension			
Auditory Reasoning			
AUDITORY COHESION			

Overall Standard Score= ; Percentile=

Test of Auditory Processing Skills, 3rd Edition (TAPS-3)-Spanish

Subtests	Scaled Scores	Standard Scores	Percentiles
Word Discrimination			
Phonological Segmentation			
Phonological Blending			
PHONOLOGIC			
Number Memory Forward			
Number Memory Reversed			
Word Memory			
Sentence Memory			
MEMORY			
Auditory Comprehension			
Auditory Reasoning			
COHESION			

Overall Standard Score= ; Percentile=

Test of Visual Perceptual Skills, 4th Edition (TVPS-4)

Subtests	Scaled Scores	Standard Scores	Percentiles
Visual Discrimination			
Visual Memory			
Spatial-Relationships			
Form-Constancy			
BASIC			
Sequential-Memory			
SEQUENCING			
Visual Figure Ground			
Visual Closure			
COMPLEX			

Overall = ; Percentile=

Motor-Free Visual Processing Test-4th Edition (MVPT-4)

<i>Raw Score</i>	<i>Standard Score</i>	<i>Percentiles</i>

Beery-Buktenica Developmental Test Visual Motor Integration, 6th Edition (VMI-6)

<i>Standard Score</i>	<i>Scaled Score</i>	<i>Percentiles</i>

Bender® Visual-Motor Gestalt Test, Second Edition (Bender II)

<i>Visual Motor Index</i>	<i>Percentiles</i>	<i>Descriptive Rating</i>

Test of Information Processing Skills (TIPS)

	<i>Visual</i> Scaled Score	<i>Auditory</i> Scaled Score
ORDERED		
Short Term (ST)		
Working Memory 1 (WM1)		
Working Memory 2 (WM2)		
UNORDERED		
Short Term (ST)		
Working Memory 1 (WM1)		
Working Memory 2 (WM2)		
DELAYED RECALL		
WORD FLUENCY	Oral	Written

Visual Standard Score =

Auditory Standard Score =

Behavior Assessment System for Children, 3rd Edition (BASC-3)**Teacher Rating Scale-C (TRS-C)**

<i>Scale</i>	<i>T-Score</i>	<i>Percentile Rank</i>	<i>Range</i>
Hyperactivity			
Aggression			
Conduct Problems			
Anxiety			
Depression			
Somatization			
Attention Problems			
Learning Problems			
Atypicality			
Withdrawal			
ADAPTIVE SCALES			
Adaptability			
Social Skills			
Leadership			
Study Skills			
Functional Communication			

Behavior Assessment System for Children, 3rd Edition (BASC-3)**Parent Rating Scale-C (PRS-C)**

<i>Scale</i>	<i>T-Score</i>	<i>Percentile Rank</i>	<i>Descriptor</i>
Hyperactivity			
Aggression			
Conduct Problems			
Anxiety			
Depression			
Somatization			
Atypicality			
Withdrawal			
Attention Problems			
ADAPTIVE SCALES			
Adaptability			
Social Skills			
Leadership			
Activities of Daily Living			
Functional Communication			

Behavior Assessment System for Children (BASC-3)**Parent Rating Scales (PRS-A), Xx/Xx/201x and Teacher Rating Scales (TRS-A)**

<i>BASC-II Domains</i>	<i>Parent T-Score</i>	<i>Parent Percentiles</i>	<i>Parent Descriptor</i>	<i>Teacher T-Score</i>	<i>Teacher Percentiles</i>	<i>Teacher Descriptor</i>
Hyperactivity						
Aggression						
Conduct Problems						
Externalizing Problems Composite						
Anxiety						
Depression						
Somatization						
Internalizing Problems Composite						
Atypicality						
Withdrawal						
Attention Problems						
Behavioral Symptoms Index						
Adaptability						
Social Skills						
Leadership						
Activities of Daily Living						
Functional Communication						
Adaptive Skills Composite						
Learning Problems						
Study Skills						

School Problems Composite						

Conners' 3 Parent Rating Scale: Long Version

Scales	T-Score	Qualitative Description
Inattention		
Hyperactivity/Impulsivity		
Learning Problems		
Executive Functioning		
Defiance/Aggression		
Peer Relations		
Restless-Impulsive		
Emotional Lability		
Conners Total		

Positive Impression: **Negative Impression:** **Inconsistency Index:**

Conners-3 Teacher Rating Scale: Long Version

Scales	T-Score	Qualitative Description
Inattention		
Hyperactivity/Impulsivity		
Learning Problems/Executive Functioning		
Learning Problems		
Executive Functioning		
Aggression		
Peer Relations		
Restless-Impulsive		
Emotional Lability		
Conners Total		

Positive Impression: **Negative Impression:** **Inconsistency Index:**

Conners-3 Student Rating Scale: Short Version

Scales	T-Score	Qualitative Description
Inattention		
Hyperactivity/Impulsivity		
Learning Problems		
Aggression		
Family Relations		

Positive Impression: **Negative Impression:** **Inconsistency Index:**

Autism Spectrum Rating Scales (ASRS)- Teacher

Scales	T-Score	Qualitative Description
Social/Communication		
Unusual Behaviors		
Self-Regulation		
Peer Socialization		
Adult Socialization		
Social/Emotional Reciprocity		
Atypical Language		
Stereotypy		

Confidential

Behavioral Rigidity		
Sensory Sensitivity		
Attention		
Total Score		

Woodcock Johnson Tests of Achievement IV (WJ-IV)

(per testing done by the special education/resource teacher on xxxxx date)

<i>Clusters/Tests</i>	<i>Standard Scores</i>	<i>Percentile Ranks</i>
Broad Reading		
Broad Math		
Broad Written Language		
Basic Reading Skills		
Reading Comprehension		
Math Calculation Skills		
Math Reasoning		
Basic Writing Skills		
Written Expression		
Academic Skills		
Academic Fluency		
Academic Application		
Academic Knowledge		

Woodcock Munoz Language Survey-3rd Edition (WMLS-3)- English

<i>Subtests</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Analogies		
Oral Comprehension		
Picture Vocabulary		
Oral Language Expression		

Oral Language Standard Score = ; Percentile = ; CALP=

Woodcock Munoz Language Survey-3rd Edition (WMLS-3)- Spanish

<i>Subtests</i>	<i>Standard Scores</i>	<i>Percentiles</i>
Analogías		
Comprensión Oral		
Vocabulario sobre Dibujos		
Expresión de lenguaje oral		

Oral Language Standard Score = ; Percentile = ; CALP=

Suggested Test Descriptors

Cognitive/Processing Measures

Cognitive Assessment System - Second Edition (CAS-2)

The CAS2 measures cognitive processes abilities that are deemed to be the basic building blocks of intellectual functioning. Planning subtests provide information regarding cognitive control, utilization of processes and knowledge, intentionality, and self-regulation to achieve a desired goal; Attention subtests provide information regarding focused, selective cognitive activity over time; Simultaneous and Successive subtests represent the two forms of operating on information. In the Simultaneous subtests information is presented visually and provides the ability to understand relationships; Successive subtests measure responses to orally presented material while working with information in a specific linear order.

Test of Auditory Processing Skills – 3rd Edition (TAPS-3)

The TAPS-3 is a measure developed to measure what a student does with oral matter he or she auditorily perceives. It is used to identify students who have various auditory-perceptual difficulties, and/or language problems that could be the basis for learning problems. There are three areas measured, which include basic phonologic skills, auditory memory, and auditory cohesion. The Basic Phonologic cluster measures the discrimination between sounds within words, segment words into morphemes, and blend phonemes into words. The Auditory Memory cluster describes immediate working memory to include sequencing. The Auditory Cohesion cluster requires the student to understand what is being said with use of inferences, deductions, and abstractions. It does not measure hearing.

(For ages 4-6):

Comprehensive Test of Phonological Processing - Second Edition (CTOPP -2)

The CTOPP-2 measures phonological and auditory processing skills. This test uses a variety of tasks to assess a student's ability to work with auditory/phonological processing information including: perceiving and manipulating sounds that make up words, remembering short-term and long-term verbal information, and performing tasks quickly. It is comprised of four areas: Phonological Awareness, Phonological Memory, Rapid Symbolic Naming and *Rapid Non-Symbolic Naming*. *Phonological Awareness* measures the individual's awareness of and access to the phonological structures of oral language. A deficit in Phonological Awareness is likely to impair the ability to develop foundational reading skills, such as segmenting sounds, blending words, rhyming, and discriminating between speech sounds. *Phonological Memory* measures the individual's ability to code information for temporary storage in the working or short-term memory, as well as brief verbatim storage of auditory information. A deficit in phonological memory is likely to impair both listening and reading comprehension for more complex sentences. *Rapid Symbolic Naming* measures include information regarding efficient retrieval of phonological information from long-term memory and execution of a sequence of operations quickly and repeatedly. These skills are required when readers attempt to decode unfamiliar words, and deficits in these areas are associated with problems in reading fluency. *Rapid Non-Symbolic Naming* measures the efficient retrieval of phonological information from long-term memory and executes a sequence of operations quickly and repeatedly using objects and colors.

(For ages 7-24):

Comprehensive Test of Phonological Processing - Second Edition (CTOPP -2)

The CTOPP-2 measures phonological and auditory processing skills. This test uses a variety of tasks to assess a student's ability to work with auditory/phonological processing information including: perceiving and manipulating sounds that make up words, remembering short-term and long-term verbal information, and performing tasks quickly. It is comprised of three areas: Phonological Awareness, Phonological Memory, Rapid Symbolic Naming and *Rapid Non-Symbolic Naming*. *Phonological Awareness* measures the individual's awareness of and access to the phonological structures of oral language. A deficit in Phonological Awareness is likely to impair the ability to develop foundational reading skills, such as segmenting sounds, blending words, rhyming, and discriminating between speech sounds. *Phonological Memory* measures the individual's ability to

code information for temporary storage in the working or short-term memory, as well as brief verbatim storage of auditory information. A deficit in phonological memory is likely to impair both listening and reading comprehension for more complex sentences. *Rapid Symbolic Naming* measures include information regarding efficient retrieval of phonological information from long-term memory and execution of a sequence of operations quickly and repeatedly. These skills are required when readers attempt to decode unfamiliar words, and deficits in these areas are associated with problems in reading fluency.

Test of Visual Perceptual Skills (non-motor), 4th Edition (TVPS-4)

The TVPS-4 is a non-verbal measure of visual processing skills. Three clusters make up this measure: Basic, Sequencing and Complex. The *Basic* cluster includes the student's ability to discriminate dominant features of objects, an ability to perceive the position of objects in relation to other objects, an ability to recognize one stimulus item after a brief interval, and to find one design among others on the page. The *Sequencing* cluster measures the student's ability to remember visual symbols as presented in a sequence. The *Complex* cluster includes the student's ability to identify a whole figure when only fragments are presented, and the ability to identify an object from a complex background or surrounding objects.

Motor-Free Visual Perceptual Test – 4th Edition (MVPT-4)

The MVPT-4 assesses individuals' (ages 4 to 70+) visual perceptual ability, without any motor involvement needed to make a response.

Beery-Buktenica Developmental Test of Visual Motor Integration, 6th Edition (VMI-6)

The VMI-6 is a developmental sequence of geometric forms to be copied with paper and pencil. Poor performance on the VMI-6 can indicate poor visual perceptual and/or fine motor coordination problems. Poor performance may also indicate that the child has adequate visual perceptual and motor coordination, but has not yet learned to integrate or coordinate these two domains.

Bender Gestalt – 2nd Edition (Bender-2)

The Bender-2 is a series of 14 individual cards each having its own unique image. Students are asked to memorize the image and then copy them from each card onto a blank piece of paper. This measure assesses a student's visual-motor memory skills and visual-motor skills.

Academic Measures

Kaufman Test of Educational Achievement 3 (KTEA-3)

The Kaufman Test of Educational Achievement 3 (KTEA-3) is an individually administered measure of the school achievement of children and adolescents in grades 1 through 12. It is an individually administered battery of academic subtests which assesses skills in reading, mathematics, written language, and oral language. Norm-referenced measurement is available along with criterion-referenced assessment in the analysis of students' errors in the various content areas.

Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)

The WJ-IV is an individually administered, norm referenced and standardized battery of tests designed measure academic performance levels, determine educational progress, and provide in-depth diagnostic information on specific academic strengths and weaknesses. The WJ-III assesses reading, mathematics, written language and various other areas.

Language Measures

Woodcock-Munoz Language Survey English (WMLS-3)

The *Woodcock-Munoz Language Survey English Version* (WMLS-3 English) is a measure of receptive and expressive language in English. The WMLS-3 measures language processing and academic language proficiency.

Woodcock-Munoz Language Survey Spanish (WMLS-3)

The *Woodcock-Munoz Language Survey Spanish Version* (WMLS-3 Spanish) is a measure of receptive and expressive language in Spanish. The WMLS-3 measures language processing and academic language proficiency.

Woodcock-Johnson IV Tests of Oral Language

The *Woodcock-Johnson IV Tests of Oral Language* is a measure of receptive and expressive language in English and Spanish. It also measures language processing and academic language proficiency.

Social-Emotional Rating Scales

Autism Spectrum Rating Scales

The Autism Spectrum Rating Scales (ASRS) are designed to measure behaviors, symptoms, and features associated with the Autism Spectrum Disorders (ASD) for children and adolescents aged 2 through 18 years. Classifications using this measure are based on T-scores obtained using norms. Scores falling within the Very Elevated range (T-score 70+) suggest many more concerns than typically reported. Scores in the Elevated range (T-scores 65-69) suggest more concerns than typically reported. Scores in the Slightly Elevated range (T-scores 60-64) suggest somewhat more concerns than typically reported. Frequencies of behaviors are rated on the following scale: Never, Rarely, Occasionally, Frequently, and Very Frequently. This measure may be given to the parent(s) and teacher(s).

Behavior Assessment System for Children, Third Edition (BASC-3)

The Behavior Assessment System for Children, Third Edition (BASC-3), is a broad-band rating scale designed to assess and identify a variety of social-emotional and behavioral concerns and to aid in the design of interventions. The BASC-2 is a measure of social emotional adjustment. Classifications using this measure are based on T-scores obtained using norms. Scores falling within the Clinically Significant range (T-score 70+) suggest a high level of maladjustment. Scores in the At-Risk range (T-scores 60-69) may identify a significant problem that may not be severe enough to require formal treatment or may identify the potential of developing a problem that needs careful monitoring. Frequencies of behaviors are rated on the following scale: N-Never, S-Sometimes, O-Often, A-Always. This measure was given to student, his/her parent(s), and his/her teacher(s).

Conners 3 Rating Scales

The Conners 3rd Edition (Conners 3) is a narrow-band measure used to obtain observations about the youth's behavior from multiple perspectives. This instrument is designed to identify characteristics associated with Attention Deficit/Hyperactivity Disorder (ADHD) and its most common co-morbid problems in children and adolescents aged 6 to 18 years old (for the parent and teacher reports), and aged 8 to 18 years old (for the self-report). This measure was given to student, his/her parent(s), and his/her teacher(s).