
Integrated Services in Education

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CLIENT NAME: FOSTER, David
BIRTHDATE: January 01, 2002
AGE: 9 years, 0 months
SCHOOL: Mount Pleasant Elementary
GRADE: 3

DATES OF ASSESSMENT: XX
DATE OF REPORT: March 20th 2016

ASSESSED BY: Lianne Vroom
ISE Student Clinician
SUPERVISING PSYCHOLOGIST: XX
Registered Psychologist

Green text = instructions;

Blue text = tests that are being phased out due to old norms/new editions

Statement of Confidentiality

All psychological assessments are confidential in nature as they contain private information, which may be used inappropriately by others. To protect the privacy and ensure confidentiality of the persons involved, please ensure that this report is only circulated to those who are considered essential to related judgments and decision-making. The intent of this report is to provide opinions and recommendations in the context of psychological intervention, educational and vocational decision-making, and any use of this report outside of that purpose should only be done with the informed consent of the parties and in consultation with the writer.

REASON FOR REFERRAL:

David was referred for a psycho-educational assessment by his parents, Mr. and Mrs. Foster, who reported that he is struggling with reading at school. David's teacher reports that he is behind grade level in reading and writing, despite receiving some extra supports at the school. There are also concerns around David's social and emotional development as he sometimes experiences anxiety and has difficulty making and maintaining peer relationships. Mr. and Mrs. Foster would like to better understand the underlying causes of these difficulties and what they can do to support him with reading and build his self-confidence.

BACKGROUND INFORMATION:

Consent was obtained from David's mother, Julie Foster on March 16th, 2016. The following background information was obtained from questionnaires that were completed by David's mother, as well as a questionnaire that was completed by David's teacher.

Birth & Development

David lives at home in Anyplace, Alberta with his mother, father and younger brother (age 7). David's mother reported that her pregnancy with David was uncomplicated, went full term and there were no complications during labour or delivery. Mrs. Foster reported that to the best of her recollection, David met all developmental milestones within normal limits.

Family

There is a paternal family history of difficulty with reading by David's grandfather who completed his formal education to the sixth grade. David's maternal grandmother suffered from depression.

Medical

David does not have any severe recurring health concerns. He does not have any trouble sleeping and receives 10-12 hours a night. David will occasionally complain of headaches.

Psychological

David feels anxious or nervous when reading aloud. He is self-conscious about his need for reading supports and worries about judgments from peers.

Educational

David has attended Mount Pleasant Elementary from Kindergarten until present. His teacher reports that he has strong creative abilities, he enjoys building things and demonstrating things visually in drawings. Both parents and teachers note that he has a strong artistic ability. He is a curious student and interested in science, math and computers. He has strong higher-level thinking skills and is able to create original ideas.

David's teacher reports that he is behind grade level in reading and in spelling and his self-confidence and motivation towards reading activities seems to be worsening since the beginning of the school year. David has difficulty decoding and reading with fluidity and he is spelling phonetically. David is often slow to complete his work and needs extra time. He is not aware of the errors he makes in his work. David sometimes fails to finish tasks and requires extra time to transition between activities, as he tends to be moving at his own pace. The school provides David with some accommodations for his work such as extra time. David receives resource support three times a week. David feels self-conscious about receiving this pullout support and he does not like to ask for help from the teacher.

Behavioural, Social, and Emotional Functioning

David has a difficult time making friends. At school he will often play by himself and not initiate playing with his peers unless encouraged by an adult. David has a difficult time playing cooperatively with his peers and he has difficulty sharing and taking turns. He likes things to go his way when playing with others and is rarely invited to play by other children. At school David's teacher notices that he is sometimes anxious or nervous, generally with regards to asking for assistance and self-consciousness with regards to receiving support and reading aloud in class. He is worried about his peers perceptions of him and demonstrates low self-confidence at school. He can be easily frustrated and is aware of his difficulties.

ASSESSMENT INSTRUMENTS/PROCEDURES:

- Parent and Child Background Interviews
- Parent and Teacher Background Questionnaire
- Wechsler Intelligence Scale for Children, 5th Edition
- Wechsler Individual Achievement Test, 3rd Edition

OBSERVATIONS

Assessment Observations

David presented as a friendly, quiet and serious child. He demonstrated some nervousness at the beginning of testing but quickly became at ease. He responded well when questions were asked but was hesitant to initiate conversation with the examiner. He was very compliant and willing to follow instruction and was very exact when it came to following directions. David demonstrated some feelings of frustration during the reading portions of the assessment, as he was aware that they were challenging tasks for him. He was slow and methodical when working and seemed disappointed in his performance stating that "he could have done better" than what he did. He was careful when responding and therefore testing took longer than what is typical. David did show good perseverance even though some of the reading and writing tasks were challenging for him.

The results of the current assessment are considered to be a valid representation of David's cognitive, academic, and social-emotional functioning at this time.

RESULTS:

**Results will be discussed in terms of strengths or weaknesses, highlighting unusual performance when compared to same age peers. Percentile ranks are given however a full reporting of scores can be located in the Appendix.*

Intellectual Functioning

David's overall cognitive ability was assessed using the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V). This standardized test provides an overall intelligence score, as well as composite scores that represent specific cognitive abilities. David's Full Scale Intelligence Quotient (FSIQ), which represents his general intellectual functioning, is in the High Average range (88th percentile). This means that he performed as well as, or better than, 88 percent of individuals his age on whom this test was normed. Although no significant differences were noted between his Verbal Comprehension Index, Fluid Reasoning Index and Processing Speed Index, each of these indices differed significantly from his score on the Visual-Spatial Index. These significant differences suggest that some caution is required in interpreting the Full Scale IQ as a summary of David's abilities. Variations in David's abilities can be better understood by examining his performance on the separate WISC-V Indices.

On the **Verbal Comprehension Index (VCI)**, David obtained a score within the Average range (50th percentile). David scored within the Average range (25th percentile) on a subtest that required him to explain the relationship between two concepts. David obtained a score in the Above Average range (84th percentile) on a subtest that assessed his ability to define vocabulary words. He scored in the Average range (25th percentile) on a subtest that required him to answer questions about general-knowledge topics. Similarly, he scored in the Average range (37th percentile) on a subtest that required him to answer questions based on his understanding of general principles and social situations. While David's concrete reasoning skills are somewhat better developed than his abstract verbal reasoning abilities, he demonstrated a strong ability to utilize his ability to access and apply acquired word knowledge. Specifically, this score reflects his ability to verbalize meaningful concepts, think about verbal information, and express himself using words.

On the **Visual-Spatial Index (VSI)** David obtained a score within the Very High range (93rd percentile). He performed in the Above Average range on both subtests – one that required him to reproduce two-dimensional visual designs using coloured blocks (95th percentile), and one where he was shown a design and asked to select multiple pieces that would complete the target design (84th percentile). His skills are slightly more developed when solving a problem involving a hands-on motor response rather than only visual information. Overall, this domain revealed that, compared to same-age peers, David has a relative advantage when completing activities requiring a combination of hands-on and visual analysis skills. His high scores in this area indicate a well-developed capacity to apply spatial reasoning and analyze visual details, as David was able to quickly and accurately assemble block designs and puzzles in his mind. His performance in this area was a strength in relation to his performance on other indices.

On the **Fluid Reasoning Index (FRI)** David's overall score fell within the High Average range (84th percentile). He performed in the Average range (75th percentile) when asked to look at an incomplete puzzle and select the missing portion from five options. When asked to view a scale and select the correct picture to balance the scale he scored in the Above Average range (84th percentile), demonstrating strong quantitative reasoning skills. When asked to select one picture per row, from a page with two or three rows, with a common trait, David scored in the Average

range (75th percentile). David's scores within this domain indicate a well-developed ability to perceive and apply conceptual information from visual details.

On the **Working Memory Index (WMI)** David's performance fell within the Average range (50th percentile) however his performance across this domain was inconsistent. David was most successful on a subtest which required him to recall a series of numbers, repeating them either forwards or backwards, scoring in the Above Average range (84th percentile). David scored in the Below Average range (25th percentile) on the picture span task, which measured David's visual working memory. On this subtest he was asked to memorize a sequence of pictures and then subsequently identify them in order. David performed in the Average range (75th percentile) on a working memory task that incorporated both numerical and phonetic information. In this task the examiner read a list of numbers and letters, then asked David to repeat the numbers first in ascending order followed by the letters in alphabetic order. The variability between his subtest scores in this domain is indicative of uneven development of auditory and visual working memory. This indicates that David is more successful at retrieving information that is presented to him orally than information that is presented to him visually. David's performance on the Working Memory Index suggests that he has the prerequisite auditory sequencing and short-term memory skills to be able to put sounds together with symbols while he is decoding a word. This is inconsistent with certain of his subsequent scores on the WIAT-III assessment as well as reports from his parents and teachers that he is struggling with reading.

On the **Processing Speed Index (PSI)** which evaluates the ability to perform psychomotor tasks quickly; David achieved a score in the Average range (58th percentile). He attained an above average score (84th percentile) on a subtest that required him to copy simple graphic codes. His score was slightly lower, though still in the average range, on a visual discrimination task on which he had to scan a series of symbols and indicate whether any matched given target symbols. On a subtest where David had to scan an arrangement of shapes and mark a target shape, he scored in the Average range (75th percentile) demonstrating performance consistent with children his age.

Visual Motor Abilities

The Beery-Buktenica Visual-Motor Integration test- 6th Edition (*Beery VMI-6*) was used to assess the extent to which David can integrate his visual and motor abilities.

David's performance on tasks that required him to copy increasingly complex shapes fell in the Very High range (94th percentile) compared to same-aged peers. David's score fell within the High Average range (82nd percentile) on a test that required him to scan a group of shapes and select which shape matched the target shape provided. David scored within the Average range (30th percentile) on the subtest assessing his motor coordination by filling in the lines of unfinished shapes provided on the page as quickly and accurately as he could. David's scores indicate that while his perception of objects is strong, he was slightly slower with written output, which lowered his score as he ran out of time on timed tasks. David was also very meticulous with his work, focusing on making precise lines that were an exact copy of the target design.

These scores are consistent with results from the WISC-V indicating Above Average visual-spatial abilities, indicating that David can perceive visual details and complete tasks requiring fine-motor control and hand-eye coordination. Overall, David's difficulties with writing are not due to poor visual-motor integration skills, and can be better explained by difficulties with phonological awareness, generating and organizing his thoughts, as well as his desire to complete tasks without errors. This is also reflected in his written samples during the *WIAT-III* subtests and by the classroom observations, noting that David often requires extra time to complete written work.

Academic

David's academic abilities were assessed using the Wechsler Individual Achievement Test, Third Edition (*WIAT-III*). The areas assessed were oral language, reading, mathematics and writing. A comprehensive picture of David's current academic functioning was obtained through consideration of his performance within individual domains.

Oral Language

No concerns regarding David's receptive or expressive language abilities were reported by his parents or teacher. His expressive and receptive language skills were affirmed as David scored in the Average range (39th percentile) on the *WIAT-III* Oral Expression subtests. This score indicates that he has adequate expressive vocabulary, word retrieval ability and syntactic knowledge based on his age and grade level.

Reading

David's parents and teachers reported that he is having significant difficulties with reading. He is very slow when decoding and struggles with gaining meaning from what is being read. David's weakest performance on the *WIAT-III* was found on the Total Reading Composite. David's performance on the reading subtests indicated that his Total Reading Skills were in the Very Low range (3rd percentile). His performance on the Reading Comprehension and Fluency subtest fell in the Extremely Low range (1st percentile). He scored in the Low Average range (9th percentile) on the Basic Reading subtest.

David had notable difficulties on phonological awareness tasks as his scores on the Early Reading subtest were in the Very Low range (8th percentile). He had difficulty when asked to identify rhyming words, blend sounds together and identify the sound found at the beginning or at the end of a word. He demonstrated a weakness in sound awareness as he struggled with the deletion, substitution and reversal of sounds. These fundamental skills such as letter-sound knowledge and word recognition are necessary for developing more complex reading skills.

The Word Reading subtest measured David's ability to recognize words. On this subtest he scored in the Very Low range (7th percentile). Although David persisted on this challenging task, he was very slow when decoding words and demonstrated visible signs of frustration. He spent energy decoding short, one syllable words and he struggled with less common words and words with irregular patterns (e.g. "enough"). David's word reading skills were examined further with a task requiring him to decode nonsense words. David's performance on this task was in the Low Average range (12th percentile). While this is still in the low range, it is a somewhat stronger

score in the reading composite for David, indicating that he is not using his knowledge of vocabulary when reading but relying instead on letter/sound associations.

On the Oral Reading Fluency subtest David was asked to read passages aloud, and then orally respond to comprehension questions. On this subtest David scored in the Extremely Low range (0.5th percentile). This was the most challenging task for David and he demonstrated increased levels of frustration during testing. This score indicates that David's cognitive processes are prioritizing decoding over comprehension of text when reading. On the measure of reading comprehension David scored in the Very Low range (4th percentile). It will take him a great deal of additional time to understand what he is reading, which will make reading more frustrating for him. When compared to David's oral language skills, David's achievement in reading is significantly lower than expected. Furthermore, David's results on the WIAT-III are consistent with observations and reports from his parents and teacher that David is having significant struggles in reading.

The Comprehensive Test of Phonological Processing - Second Edition (CTOPP-2) was administered to further explore the specific nature of David's reading difficulties. The CTOPP-2 is a standardized test that measures phonological awareness using seven core subtests that can be combined to form the following composite scores: Phonological Awareness Composite Score (PACS), Phonological Memory Composite Score (PMCS), and Rapid Naming Composite Score (RNCS).

David's overall score on the Phonological Awareness Composite was in the Low Average range (13th percentile). Within this domain, his ability to remove sounds from various words was within the Extremely Low range (9th percentile) and his ability to blend sounds into complete words was also in the Extremely Low range (16th percentile). Taken together, these scores indicate that David is having considerable difficulty isolating phonological segments in spoken words. He is also having difficulty isolating sounds within words and synthesizing individual sounds to form words. David's low scores on these subtests indicate his lack of understanding of how individual sounds make up oral language, providing evidence that the underlying problem with his reading is related to phonetics. David has difficulty understanding phonetic sounds even when they are presented in an auditory format as well as in a visual format, as demonstrated on the reading subtests of the WIAT-III. His access to and understanding of sounds is far below what is expected of children his age.

Within the Phonological Memory domain, David performed within the Average range at the 50th percentile. David's ability to repeat numbers was in the Average range (50th percentile) and he was able to accurately repeat nonwords (50th percentile). He was able to repeat one-syllable, two-syllable and multi-syllabic non-words. These scores indicate adequate memory abilities for semantic information.

David's performance in the Rapid Naming domain fell in the Low Average range (16th percentile). His performance on both rapid naming subtests, in which he was required to read either digits or letters as fast as he was able, were within the Below Average range (16th percentile).

David's ability to quickly retrieve phonological information from long-term memory was in the Low Average range (21st percentile), suggesting that he had some difficulty with these tasks.

David's scores on the CTOPP-2 are consistent with the reading section scores of the WIAT-III. When David was asked to read he often guessed at unfamiliar words with words that started with the same letter (e.g., "which" for "with", "us" for "use"). He also skipped letters and omitted the endings of words when he was reading (e.g., "ed" "ent"). When David was reading he had difficulty recalling the sounds of vowels and vowel combinations, however he could answer items assessing rhyming and sound awareness with accuracy. Taken together, David's performance on the CTOPP-2 demonstrates that he possesses a range of difficulties related to phonological processing. Specifically, David has difficulties with word reading accuracy, which consequently impacts his reading fluency and reading comprehension abilities.

Mathematics

Overall, David's Mathematics Composite score fell in the Average range (47th percentile). His scores on both the Math Problems Solving and the Numerical Operations subtests both fell in the Average range (47th and 50th percentiles, respectively). These scores indicate that David has adequate knowledge of basic math concepts, everyday applications of mathematics as well as average ability to reason mathematically, and solve calculation problems relative to same-age peers.

Written Expression

David's parents and teachers report that he is having difficulty with writing. His teacher reports that he is spelling words phonetically, that he forms his letters inefficiently from the bottom up and he is often unaware of his errors when writing. David often needs extra time at school in order to complete written tasks and his work is sometimes not finished. The results of testing were consistent with these difficulties with an overall Written Expression score in the Low Average range (19th percentile). He obtained an Average score on the Sentence Composition subtest (50th percentile) demonstrating David's ability to combine information accurately when there is something to copy from. He also achieved an Average score (27th percentile) on the Essay Composition subtest. While David did score in the average range, it was noticed that David demonstrated some difficulties with writing. His letters were large and poorly formed. David had trouble generating ideas for his essay and staring over after deciding to switch topics after the first attempt. The testing for this portion of the assessment took longer than what is usual. On the Spelling subtest David scored in the Low Average range (9th percentile) and it was noticed that David was spelling words phonetically, consistent with the difficulties observed at school. Overall, these scores indicate that while David is able to reorganize written information that is presented to him, he struggles to express himself through writing. Specific difficulties were noted in planning what to write, forming his letters appropriately and spelling words correctly. His subtest scores suggest that he may have more difficulty than his same age peers managing classroom writing demands.

Summary

David was referred for a psycho-educational assessment by his parents to gain information regarding his academic skill development specifically in the area of reading and writing. Overall, David is a cooperative, pleasant boy with strong creative abilities. He enjoys building things and has well developed artistic abilities. He is a curious student and is interested in science, math and computers. David presents with some social difficulties as his parents and teacher have noticed

that he has trouble making and maintaining peer relationships. He can become easily frustrated when reading and has low self-confidence with regards to his abilities as a reader. He has expressed feeling anxious with regards to needing support in the classroom.

Current assessment results show that David possesses High Average intellectual abilities and could be expected to do well in school. David demonstrates somewhat consistent cognitive scores, which fall in the Average to Very High range when compared with children of a similar age. David has strong Visual-Spatial skills, evident in his creative abilities and his interest in constructing things manually. His Verbal Comprehension and Working Memory scores are both in the average range, suggesting appropriate cognitive abilities necessary for reading.

David's memory abilities are generally average. He has the ability to learn, store and retrieve both contextual and non-contextual information. David's recall abilities also fall within the Average range, as does his recognition after a period of delay. David remembers verbal information at an appropriate level for someone his age.

Academically, David shows relative strengths in math (Average) and oral language (Average), which commensurate with his intellectual ability. He struggles however, in several areas of reading and writing. David performed far below expectations in Basic Reading (Low Average), Reading Comprehension and Reading Fluency (Extremely low). David was also in the Low Average range on Written Expression and Spelling. Additional testing revealed that David's phonological processing skills are considerably delayed, and this is likely to have greatly contributed to his slow rate of development of literacy skills, particularly with regards to decoding, reading fluency, reading comprehension as well as spelling. David's visual perceptual skills, by contrast, are very good. On the basis of this assessment, considering David's difficulties with reading and writing, he will likely struggle with transferring the ideas in his head onto paper. Consequently, these areas need to be addressed in an attempt to help David succeed in his academics at the same rate as his classmates.

Clinical Impressions

Given the results of the current assessment, David meets criteria from the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-V) for the following diagnostic categories:

315.00 (f81.0) Specific Learning Disorder in Reading with impairment in word reading accuracy, reading fluency and reading comprehension

315.2 (f81.81) Learning Disorder in Written Expression with impairment in spelling accuracy, clarity and organization of written expression

Despite the fact that David's full scale IQ score was in the High Average range, it is apparent that there is a significant discrepancy between David's cognitive abilities and his academic achievement in Reading and Written Expression. He will require additional assistance in order to continue to make progress in the classroom.

Appendices

Wechsler Intelligence Scale for Children, Fifth Edition

The Wechsler Intelligence Scale for Children, Fourth Edition (WISC-V) is an individually administered, comprehensive clinical instrument for assessing the intellectual abilities of children ages 6 years, 0 months through 16 years, 11 months. The WISC-V provides composite scores that represent intellectual functioning in specified cognitive domains (i.e., Verbal Comprehension Index (VCI), Visual Spatial Index (VSI), Fluid Reasoning Index (FRI), Working Memory Index (WMI), and Processing Speed Index (PSI)). The WISC-V also provides a composite score that represents a child's general intellectual ability (i.e., Full Scale IQ (FSIQ) or The General Ability Index (GAI) when applicable. Percentile scores, scaled scores, and confidence intervals are also provided to assist in interpretation. The IQ and Index scores have a mean of 100 and a standard deviation of 15. Each of the subtests has a mean of 10 and a standard deviation of 3. The subtests can be broken down as follows:

Verbal Comprehension Index (VCI) is composed of subtests measuring verbal abilities utilizing reasoning, comprehension and conceptualization. Similarities and Vocabulary are the two core subtests that comprise the VCI, and Information and Comprehension are the two supplemental subtests of the VCI.

Visual Spatial Index (VSI) is composed of subtests measuring visual spatial reasoning. Block Design Visual Puzzles comprise the two core subtests of the VSI; there are no supplemental subtests for the VSI.

Fluid Reasoning Index (FRI) is composed of subtests measuring fluid Reasoning. Matrix Reasoning and Figure Weights comprise the two core subtests of the FRI, and Picture Concepts and Arithmetic are the supplemental subtests.

Working Memory Index (WMI) is composed of subtests measuring attention, concentration and working memory. Digit Span and Picture Span comprise the two core subtests of the WMI and Letter-Number Sequencing is the supplemental subtest of the WMI.

Processing Speed Index (PSI) is composed of subtests measuring the speed of mental and graphomotor processing. Coding and Symbol Search are the two core subtests that comprise the PSI, and Cancellation is the supplementary subtest of the PSI.

**Wechsler Intelligence Scale for Children, Fourth Edition (WISC-V)
Composite Standard Scores Summary**

**Wechsler Intelligence Scale for Children, Fourth Edition (WISC-V)
Composite Standard Scores Summary**

Composite Scale	Standard Score	95% CI	Percentile	Classification
Verbal Comprehension (VCI)	100	93-107	50	Average
Visual Spatial Index (VSI)	122	112-128	93	Very High
Fluid Reasoning Index (FRI)	115	107-131	84	High Average
Working Memory Index (WMI)	100	92-108	50	Average
Processing Speed Index (PSI)	103	94-111	58	Average
Full Scale IQ (FSIQ)	118	112-123	88	High Average

Subtest Scores Summary

Subtest	Scaled Score	Percentile	Classification
VCI			
Similarities	8	25	Average
Vocabulary	13	84	Above Average
Information	8	25	Average
Comprehension	9	37	Average
VSI			
Block Design	15	95	Above Average
Visual Puzzles	13	84	Above Average
FRI			
Matrix Reasoning	12	75	Average
Figure Weights	13	84	Above Average
Picture Concepts	12	75	Average
WMI			
Digit Span	13	84	Above Average
Picture Span	7	25	Below Average
Letter-Number Sequencing	12	75	Average
PSI			
Coding	13	84	Above Average
Symbol Search	8	25	Average
Cancellation	12	75	Average

The Beery-Buktenica Visual-Motor Integration test- 6th Edition (Beery VMI)

The *Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition* (Beery VMI-6) is a screening test of eye-hand coordination where the student is required to copy increasingly complex geometric drawings. It also contains two supplementary tests: The Visual

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Perception Supplementary Test is a screening test of visual problems, like acuity. The student is required to choose a matching geometric form from a set of options. The Motor Coordination Supplementary Test is a screening test of fine-motor control. The student is required to trace geometric forms without going outside specified paths.

Scale	Standard Score	Percentile	Performance Level
Beery VMI	123	94	Very High
Visual Perceptions	114	82	High Average
Motor Coordination	92	30	Average

Wechsler Individual Achievement Test, Third Edition

The Wechsler Individual Achievement Test, Third Edition (WIAT-III) is a source of information about an individual's academic skills and problem-solving abilities that can be used to guide appropriate intervention. It is a comprehensive yet flexible measurement tool useful for achievement skills assessment, learning disability diagnosis, special education placement, curriculum planning, and clinical appraisal for preschool children through adults. The WIAT-III provides composite scores that represent academic ability in several domains (i.e., Reading, Mathematics, Written Communication, and Oral Communication). Percentile scores, scaled scores, and confidence intervals are also provided to assist in interpretation. The Composite and Scaled scores have a mean of 100 and a standard deviation of 15. The composites can be broken down as follows:

Total Reading Composite: is composed of subtests measuring pre-reading, reading, and decoding skills. Early Reading Skills, Word Reading, Reading Comprehension, Pseudoword Decoding, and Oral Reading Fluency are the subtests in this area. (Note: Early Reading Skills subtest is only calculated for students from Kindergarten to Grade Three. Oral Reading Fluency is not used in the calculation of the Total Reading Composite for students in Kindergarten and Grade One).

Mathematics Composite: is composed of subtests measuring the ability to evaluate and write numbers, to solve written calculation problems, identify geometric shapes, solve multi-step problems, and identify mathematical patterns. Numerical Operations and Math Problem Solving are the two subtests in this area.

Math Fluency: is composed of subtests measuring how quickly and accurately students can complete math questions. Separate scores can be derived for Addition, Subtraction and Multiplication (Grades 3-12).

Written Expression Composite: is composed of subtests evaluating spelling and written communication including sentence and paragraph construction. Alphabet Writing Fluency (Grades K-2), Spelling, Sentence Composition (Grades 1-12), and Essay Composition (Grades 3-12) are the subtests in this area.

Oral Language Composite: is composed of subtests measuring the ability to listen for details, generate a word that matches a given picture and oral description, generate stories from visual

cues, and generate directions from visual or verbal cues. Listening Comprehension and Oral Expression are the two subtests in this area.

**Wechsler Individual Achievement Test, Third Edition (WIAT-III)
Subtest and Composite Scores Summary**

Subtest or Composite	Standard Score	95% CI	Percentile	Classification
Oral Language				
Oral Expression	96	85-170	39	Average
Total Reading Composite				
Reading Comprehension	71	7-75	3	Very Low
Word Reading	73	61-85	4	Very Low
Pseudoword Decoding	78	74-82	7	Very Low
Oral Reading Fluency	82	77-87	12	Low Average
Early Reading Skills	61	53-69	0.5	Extremely Low
	79	72-86	8	Very Low
Written Expression Composite				
Spelling	87	80-94	19	Low Average
Sentence Composition	80	73-87	9	Low Average
Essay Composition	100	90-110	50	Average
	91	81-101	27	Average
Mathematics Composite				
Math Problem Solving	99	91-107	47	Average
Numerical Operations	99	89-109	47	Average
	100	91-109	50	Average

Comprehensive Test of Phonological Processing, Second Edition (CTOPP-II)

The *Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)* assesses phonological awareness, phonological memory, and rapid naming. Students with deficits in one or more of these abilities may have difficulty learning to read. The Phonological Awareness Quotient measures awareness of, and access to, the phonological (or sound) structure of oral language. The Phonological Memory Quotient measures the ability to hold phonological information (numbers and word parts) in working or short-term memory. The Rapid Naming Quotient measures the ability to quickly and efficiently retrieve phonological information from long-term memory.

Composite/Scale	Standard/Scaled Score	Percentile	Classification
Phonological Awareness	83	13	Low Average
Elision	6	9	Below Average
Blending Words	7	16	Below Average
Phonological Memory	100	50	Average
Memory for Digits	10	50	Average

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Non-word Repetition	10	50	Average
Rapid Naming	86	16	Low Average
Rapid Digit Naming	7	16	Below Average
Rapid Letter Naming	7	16	Below Average
