IDENTIFYING INFORMATION

Name: Sample Case
Gender: Male
School: Seven Springs Middle School
Parents/Guardians: Mrs. Case (Mother), Mr. Case (Father)
Examiner(s):
Date(s) of evaluation:
n/a

Date of Birth: 6/9/2009
Ethnicity: Caucasian

Age: 14 years old
Primary Language: English
Grade: 7th

Report Date: 6/1/2023

Test Observations and Related Assessment Validity

Behavior Assessment System for Children, Third Edition (BASC-3) - Validity			
Validity Indices	**Parent**	**Teacher**	**Self-Report**
F Index (Faking Bad)	M (Acceptable)	T (Acceptable)	S (Acceptable)
Pattern Response Index	M (Acceptable)	T (Acceptable)	S (Acceptable)
Consistency Index	M (Acceptable)	T (Acceptable)	S (Acceptable)
L Scale (Faking Good)			S (Acceptable)
V Scale (Carless Responding)			S (Acceptable)

Behavior Rating Inventory of Executive Function, Second Edition (BRIEF2) - Validity			
Validity Indices	**Parent**	**Teacher**	**Self-Report**
Negativity	M (≤ 98 - Acceptable)	T (≤ 98 - Acceptable)	S (≤ 98 - Acceptable)
Inconsistency	M (≤ 98 - Acceptable)	T (≤ 98 - Acceptable)	S (≤ 98 - Acceptable)
Infrequency	M (99 - Acceptable)	T (99 - Acceptable)	S (99 - Acceptable)

Wide Range Assessment of Memory and Learning, Third Edition (WRAML3) - Validity	
Validity Scale	**Validity Indicator Score**
Attention/Concentration Index	Acceptable
Recognition Raw Score Total	Acceptable
Validity Indicator Total	Acceptable

Basic Sensorimotor Functions

Sensorimotor Functions NPCC-3	Severe	Moderate	Mild	Not Observed
Basic Sensory Deficits				
Difficulty with pitch discrimination (tone deaf).				M T
Difficulty with simple sound discrimination.				M T
Known or suspected hearing acuity problems.				M T
Difficulty identifying basic colors (color blind).				M T
Difficulty smelling or tasting foods.				M T
Less sensitive to pain and changes in temperature.				M T
Complains of loss of sensation (i.e., numbness).				M T
Motor Functioning Difficulties				
Muscle weakness or paralysis: M (Not Observed) T (Not Observed)				M T
Muscle tightness or spasticity: M (Not Observed) T (Not Observed)				M T
Clumsy or awkward body movements: M (Not Observed) T (Not Observed)				M T
Walking or posture difficulties.				M T
Visual Motor Functioning Difficulties				
Difficulties with drawing or copying.				M T
Difficulties with fine motor skills (i.e., using a pencil).				M T
Neurologically Related Sensorimotor Symptoms				
Displays odd movements (i.e., hand flapping, toe walking).				M T
Displays involuntary or repetitive movements.				M T
Ignores one side of the page while drawing or reading.				M T
Difficulty with dressing (i.e., buttoning and zippering).				M T
Sensory Sensitivity Issues				
Does not like loud noises.				M T
Overly sensitive to touch, light, or noise.				M T

Fine Motor Functions

Instrument – Subtest: Description	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Superior
Coordinated Finger/Hand Movements							
NEPSY-II Fingertip Tapping Dominant Hand Combined: Dominant hand completion time for two fine motor tasks.				(10)			
NEPSY-II Fingertip Tapping Nondominant Hand Combined: Nondominant hand completion time for two fine motor tasks.				(9)			
• **Repetitions Combined:** Dominant and nondominant hands combined for fingertip tapping tasks.				(8)			
• **Sequences Combined:** Dominant and nondominant hands combined for fingertip sequencing tasks.				(11)			

Visual-Motor Integration Skills							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Visual-Motor Copying Skills							
VMI (6th ed.) Total: Copying simple to complex designs on paper.			86 (78-94)				
• **Visual Perception:** Visual perception aspects of the task.			85 (75-95)				
• **Motor Coordination:** Motor coordination aspects of the task.			89 (79-99)				

Visual Scanning / Tracking							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Indirect Measures of Visual Scanning/Tracking							
NEPSY-II Picture Puzzles Total: Ability to identify the location of smaller pictures taken from a larger picture.				(8) (6-10)			
WISC-V Coding: Symbols that are paired with simple geometric shapes or numbers are copied within a specified time limit.		(4) (2-6)					
WISC-V Symbol Search: Visual scanning a group of stimuli to match target symbols.				(8) (6-10)			

Qualitative Behaviors for Sensorimotor Functions								
Instrument – Subtest: Description	**Observed: Yes/No**	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Rate Change: Variable speed and tempo during performance of task								
NEPSY-II Fingertip Tapping (Age Comparison)					*26 - 75%*			
Visual Guidance: Looking at fingers during the performance of task								
NEPSY-II Fingertip Tapping (Age Comparison)	*No*	*Standardization Sample Base Rate 57%*						
Incorrect Position: Wrong position of fingers								
NEPSY-II Fingertip Tapping (Age Comparison)	*No*	*Standardization Sample Base Rate 15%*						
Posturing: Finger/hand on opposite side extended stiffly								
NEPSY-II Fingertip Tapping (Age Comparison)	*No*	*Standardization Sample Base Rate 10%*						
Mirroring: Fingers on opposite side move								
NEPSY-II Fingertip Tapping (Age Comparison)	*No*	*Standardization Sample Base Rate 5%*						
Overflow: The lips or mouth move involuntarily								

NEPSY-II Fingertip Tapping (Age Comparison)	*No*	*Standardization Sample Base Rate 7%*
Visuomotor Precision		
NEPSY-II Quality of Pencil Grip		Mature
NEPSY-II Quality of Pencil Grip (Age Comparison)		*Standardization Sample Base Rate 87%*

Cognitive Processes: Visuospatial

Visuospatial Functions	Severe	Moderate	Mild	Not Observed
Confusion with directions (i.e., gets lost easily)				M T
Shows right-left confusion or directions (i.e., up-down)				M T
Difficulties with putting puzzles together				M T

Visuospatial Perception							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Overall Visuospatial Indices							
TVPS-4 Overall Index			80 (74-86)				
Visual Discrimination and Spatial Localization							
FAR Visual Perception: Ability to identify letters printed backwards from an array of letters or from an array of words.	65 (57-73)[1]						
NEPSY-II Picture Puzzles Total: Ability to identify the location of smaller pictures taken from a larger picture.				(8) (6-10)			
TVPS-4 Visual Discrimination: Matching a target design among a set of designs on the same page.			(7) (5-9)				
Visual-Motor Constructions							
NEPSY-II Block Construction Total: Reproducing 3-dimensional constructions from models or 2-dimensional drawings under time constraints.				(11) (9-13)			
WISC-V Block Design: Re-creation of a constructed model or a picture of a block design within a specified time limit.				(10) (8-12)			

[1] Based on grade norms not age norms.

Visuospatial Reasoning							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Recognizing Spatial Configurations							
TVPS-4 Spatial Relationships: Choosing one design that is different from the rest.				(10) (8-12)			
WISC-V Visual Puzzles: Identify two or more pieces that go together to form a complete target shape.				(12) (10-14)			
Visual Gestalt Closure							
TVPS-4 Visual Figure-Ground: Finding one design among many within a complex background.				(11) (9-13)			
TVPS-4 Visual Closure: Matching an incomplete pattern with a completed design.				(10) (8-12)			
Visuospatial Analyses with and without Mental Rotations							

NEPSY-II Geometric Puzzles Total: Ability to match two shapes outside of a grid to two shapes within a grid.				(9) (7-11)			
TVPS-4 Form Constancy: Finding a design embedded within another object.				(12) (10-14)			

Qualitative Behaviors for Visuospatial Processes	
Instrument – Subtest: Description	**Standardization Sample Base Rate**
WISC-V Pairwise Difference Comparisons	
Block Design Dimension Errors	*25%*
Block Design Rotation Errors	*15%*

Cognitive Processes: Auditory/Phonological

Auditory/Phonological Functions	Severe	Moderate	Mild	Not Observed
Difficulty with sound discrimination.				M T
Difficulty with blending of sounds to form words.				M T
Difficulty with basic rhyming activities.				M T
Omits sounds when reading or speaking.				M T
Substitutes sounds when reading or speaking.				M T

Auditory/Phonological Processes							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Auditory/Phonological							
CTOPP2 Phonological Awareness Composite (ages 7-24): Combined score for Blending Words, Elision, and Phoneme Isolation				107 (100-114)			
• **Blending Words:** Listening to words in small parts and blending the parts together to make a whole word.				(12) (10-14)			
• **Elision:** Omitting a phoneme from a word to create a new word.				(9) (7-11)			
• **Phoneme Isolation:** Ability to isolate individual sounds within words.				(10) (8-12)			
• **Blending Nonwords:** Ability to synthesize sounds to form nonwords.				(12) (10-14)			
FAR Phonemic Awareness: A series of four tasks (Rhyming, Blending, Segmenting, & Manipulation) measuring phonemic awareness and processing skills.					115 (109-121)[1]		
FAR Positioning Sounds: Ability to determine the missing sound(s) in an incomplete word.			87 (80-94)[1]				
WIAT-4 Phonemic Proficiency: Measures the development phonological/phonemic skills.				102 (95-109)			

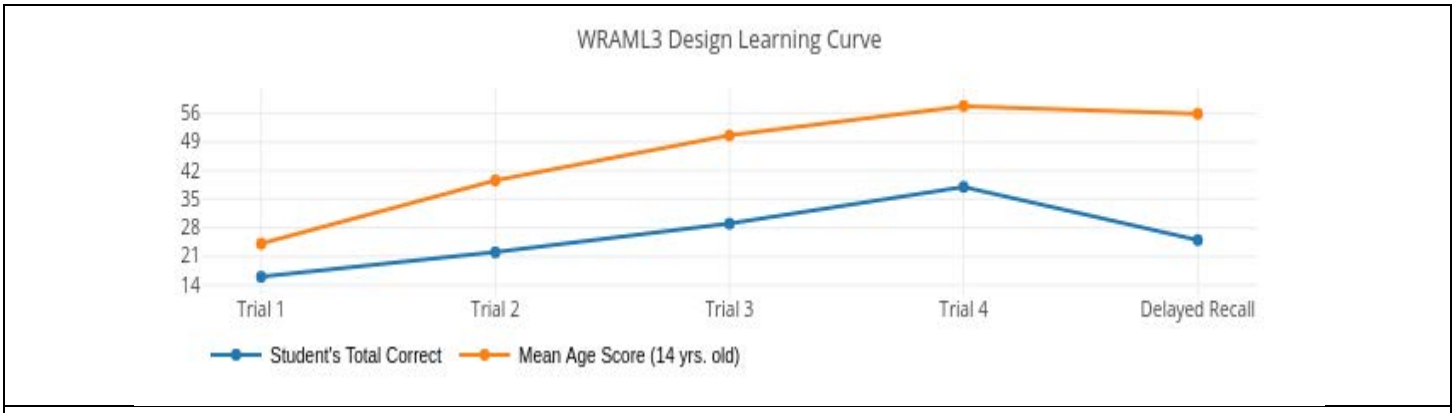
[1] Based on grade norms not age norms.

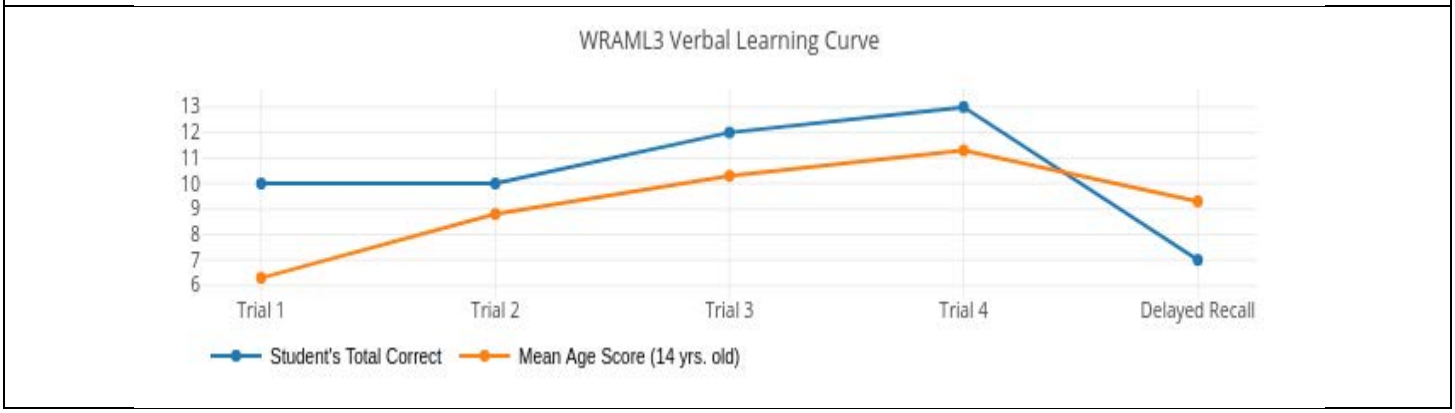
Cognitive Processes: Learning and Memory

Learning and Memory Functions	Severe	Moderate	Mild	Not Observed
General Learning Efficiency				
Difficulty learning new verbal information.		T	M	
Difficulty learning new visual information.		T	M	
Difficulty integrating verbal and visual information.			M T	
Long-Term Memory Difficulties				
Forgets where personal items or schoolwork were left.			T	M
Forgets to turn in homework assignments.			T	M
Forgets what happens days or weeks ago.				M T
Does well on daily assignments but does not do well on end of the week quizzes.		T	M	
Limited knowledge of basic facts for places, events, and people.				M T

WRAML3 Memory Indices							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
General Immediate Memory Index:			86 (84-88)				
• **Visual Immediate Memory Index**		76 (74-78)					
• **Verbal Immediate Memory Index**				100 (98-102)			
General Delayed Index:		71 (69-73)					
• **Visual Delayed Index**		79 (77-81)					
• **Verbal Delayed Index**		79 (68-72)					
General Recognition Index:				92 (90-94)			
• **Visual Recognition Index**			88 (86-90)				
• **Verbal Recognition Index**				100 (98-102)			
Working Memory Index			80 (78-82)				

Rate of Learning							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Verbal Learning							
WRAML3 Verbal Learning: Learning a list of words over repeated trials.					(14)		
• **Learning Slope:** An indicator of the rate of learning. The change in the number correct from the first to the last trials.	*Standardization Sample Base Rate = ≤ 15%*						
• **Intrusions:** Words not on the list that are recalled.	*Standardization Sample Base Rate = ≤ 15%*						
• **Repetitions:** Words repeated from one trial to another.	*Standardization Sample Base Rate = ≤ 15%*						
• **Primacy Effect:** Tendency to recall the first few words presented in the list.	*Standardization Sample Base Rate = ≤ 15%*						
• **Recency Effect:** Tendency to recall the last few words presented in the list.	*Standardization Sample Base Rate = ≤ 15%*						
Visual Learning							
WRAML3 - Design Learning: Redraw geometric shapes in proper locations after a brief visual exposure, over repeated trials.		(5)					
• **Learning Slope (Trial 1 - Trial 4):** An indicator of the rate of learning. The change in the number correct from the first to the last trials.	*Standardization Sample Base Rate = ≤ 15%*						
• **Upper Left Quadrant Total:** The amount of information accurately recalled in the upper left quadrant.	*Standardization Sample Base Rate = ≤ 15%*						
• **Upper Right Quadrant Total:** The amount of information accurately recalled in the upper right quadrant.	*Standardization Sample Base Rate = ≤ 15%*						
• **Lower Left Quadrant Total:** The amount of information accurately recalled in the lower left quadrant.	*Standardization Sample Base Rate = ≤ 15%*						
• **Lower Right Quadrant Total:** The amount of information accurately recalled in the lower right quadrant.	*Standardization Sample Base Rate = ≤ 15%*						





Immediate Verbal Memory							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Number Recall (No Contextual Cues)							
CTOPP-2 Phonological Memory Composite (ages 7-24): Combined score for Memory for Digits and Nonword Repetition.				101 (91-111)			
• **Memory for Digits:** Repeating increasingly long series of digits.				(10) (8-12)			
• **Nonword Repetition:** Ability to repeat nonwords accurately.				(10) (8-12)			
WRAML3 Number Letter: Repeating auditorily presented number/letter strings of increasing length.				(9)			
WISC-V Digit Span: Repeating auditorily presented digits of increasing length forwards and backwards.				(9) (7-11)			
• **Digits Forward:** Repeating auditorily presented digits of increasing length.				(8) (6-10)			
Word Recall (No Contextual Cues)							
FAR Word Recall: Immediate recall of a list of words over two trials.				109 (99-119)[1]			
NEPSY-II Word List Interference Repetition: Repeating an initial string of unrelated words.				(8) (6-10)			
TAPS-4 Word Memory: Ability to retain and manipulate simple sequences of auditory information.				(11) (9-13)			
Sentence Recall (with Contextual Cues)							
TAPS-4 Sentence Memory: Memory for sentences of increasing length and complexity.				(9) (7-11)			
WIAT-4 Oral Expression: Sentence Repetition: Repeating sentences of increasing length.				110 (101-119)			
WRAML3 Sentence Memory: Memory for sentences of increasing length and complexity.				(8)			
Story Recall (with Contextual Cues)							
NEPSY-II Narrative Memory Free Recall: Details recalled from orally presented stories.		(5) (2-8)					

• **Free & Cued Recall:** Details recalled freely and with cues from orally presented stories.			(6) (4-8)				
WRAML3 Story Memory: Recalling orally presented story details.			(6)				
• **Story C:** Recalled details from story C.			(6)				
• **Story D:** Recalled details from story D.			(6)				
• **Verbatim Total:** Exact story details recalled.			(7)				
• **Gist Total:** General ideas of story details recalled.				(9)			

[1] Based on grade norms not age norms.

Qualitative Behaviors for Immediate Verbal Memory	
Instrument – Subtest: Description	**Standardization Sample Base Rate**
WISC-V Longest Digit Span Forward	*94%*

Immediate Visual Memory							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Abstract Designs with Motor Response (no Contextual Cues)							
NEPSY-II Memory for Designs Total: Placing elements of an abstract design into a grid after briefly looking at an abstract design.			(6) (4-8)				
• **Content:** Correctly identifying design elements.			(7) (4-10)				
• **Spatial:** Correctly identifying spatial location of design elements.		(5) (2-8)					
Abstract Designs with Verbal Response (no Contextual Cues)							
TVPS-4 Sequential Memory: Identifying a previously seen design sequence embedded in a set of similar design sequences designs.			(6) (3-9)				
TVPS-4 Visual Memory: Identifying previously seen abstract designs embedded in a set of similar abstract designs.		(4) (1-7)					
Faces with Verbal or Pointing Response (no Contextual Cues)							
NEPSY-II Memory for Faces Total Score: Picking out faces from many faces that were previously seen.			(7) (4-10)				
Spatial Locations with Motor Response (no Contextual Cues)							
WRAML3 Finger Windows: Using a finger to repeat a visual pattern of increasing length.				(9)			
Picture or Symbolic (with Contextual Cues)							
WRAML3 Picture Memory: Detecting changes in specific features or details within four scenes after a brief visual exposure to original scenes.			(7)				
• **Commission Errors:** Chosen details in the pictures that did not change.	*≤ 5%*						

Delayed Verbal Memory							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Delayed Verbal Recall (without Contextual Cues)							
WRAML3 Verbal Learning Delayed: Number of correct words recalled from list after delay.			(7)				
Delayed Verbal Recall (with Contextual Cues)							
WRAML3 Story Memory Delayed: Number of correct story details recalled after delay.	(3)						
Delayed Verbal Recognition (without Contextual Cues)							
WRAML3 Verbal Learning Recognition: Number of words correctly recognized as being on the original learned list of words.				(11)			

• **Semantic Errors:** Incorrect recall of words that are similar in meaning (e.g., "car" instead of "truck").	*Standardization Sample Base Rate = ≤ 15%*
• **Phonological Errors:** Incorrect recall of words that sound alike (e.g., "hat" instead of "cat").	*Standardization Sample Base Rate = ≤ 15%*

Delayed Verbal Recognition (with Contextual Cues)							
WRAML3 Story Memory Recognition: Number of story details recalled with additional multiple-choice cues.				(9)			

Delayed Visual Memory							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Delayed Visual Recall (without Contextual Cues)							
NEPSY-II Memory for Faces Delayed Total: Delayed recall of previously learned target faces.			(7) (4-10)				
NEPSY-II Memory for Designs Delayed Total: Delayed recall of abstract designs.		(5) (2-8)					
• **Delayed Content:** Delayed recall of design elements.			(6) (4-8)				
• **Delayed Spatial:** Delayed recall of spatial location of design elements.	(3) (1-5)						
WRAML3 Design Learning Delayed: Redrawing geometric shapes in proper locations after a delay.			(7)				
Delayed Visual Recall (with Contextual Cues)							
WRAML3 Picture Memory Delayed: Correctly identifying pictures that appeared in the original stimuli.			(6)				
Delayed Visual Recognition (without Contextual Cues)							
WRAML3 Design Learning Recognition: Correctly identifying designs that appeared in the original stimuli.				(11)			
Delayed Visual Recognition (with Contextual Cues)							
WRAML3 Picture Memory Recognition: Correctly identifying portions of pictures that appeared in the original stimuli.		(5)					

Verbal-Visual Associative Learning and Recall							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Verbal-Visual Associative Storage and Retrieval							
WISC-V Storage and Retrieval Index: Broad estimate of long-term storage and retrieval accuracy and fluency.			80 (78-82)				
Verbal-Visual Associative Learning							
NEPSY-II Memory for Names Total: Recalling names associated with faces over repeated trials.				(8) (6-10)			
WISC-V Immediate Symbol Translation: Learning visual-verbal associations and then recalling them.			85 (83-87)				
Verbal-Visual Associative Delayed Recall							
NEPSY-II Memory for Names Delayed Total: Recalling, after a delay, names associated with faces.			(6) (3-9)				
NEPSY-II Memory for Names and Memory for Names Delayed Total Score Immediate Correct vs. Delayed Correct			(7) (5-9)				
WISC-V Delayed Symbol Translation: Recalling, after a delay, visual-verbal associations.		78 (76-80)					
Verbal-Visual Associative Delayed Recognition							

WISC-V Recognition Symbol Translation: Ability to view a symbol and select the associated word from among response options.				90 (88-92)			

Cognitive Processes: Executive Functions

Executive Functions	Severe	Moderate	Mild	Not Observed
Flexibility in Thinking Difficulties				
Gets stuck on one activity (i.e., playing video games).				M T
Does not seem to hear anything else while watching TV.			M T	
Difficulty transitioning from one activity to another.				M T
Planning Difficulties				
Difficulty with making plans.				M T
Quickly becomes frustrated and gives up easily.			M T	
Difficulty figuring out how to start a complex task.			M T	
Difficulty sticking to a plan of action.			M T	
Problem Solving and Organizing Difficulties				
Difficulty solving problems that a younger child can do.				M T
Difficulty learning new concepts or activities.			M T	
Makes the same kinds of errors over and over, even after corrections.				M T
Frequently loses track of possessions.		M	T	
Behavioral/Emotional Regulation Difficulties				
Demonstrates signs of over activity (hyperactivity).				M T
Does not seem to think before acting.			M	T
Difficulty following rules.				M T
Demonstrates signs of irritability.				M T
Lacks common sense or judgment.				M T
Cannot empathize with the feelings of others.				M T

Cognitive Flexibility (Set Shifting)							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Verbal Cognitive Flexibility							
NEPSY-II Inhibition Switching Combined: Rapidly and accurately name shapes while switching cognitive sets.	(2)						
• **Total Completion Time:** How quickly the task was completed (slower time = lower scaled score).		(4) (1-7)					
• **Total Errors:** Total errors made on the task (more errors = lower % rank).	*< 2%*						
• **Uncorrected Errors:** Errors with no attempt to correct (more errors = lower % rank).		*6 - 10%*					
• **Self-Corrected Errors:** Errors that were self-corrected (more self-corrections = lower % rank).		*2 - 5%*					
Verbal and Visual Cognitive Flexibility							
NEPSY-II Response Set Combined Score: Ability to shift, and selectively attend to targets over time.				(8)			
• **Total Commission Errors:** Responding to non-target words that were to be ignored (more errors = lower % rank).				*26 - 50%*			
• **Total Correct:** Responding correctly to target words (more correct = higher scaled score).				(11)			
○ **Total Omission Errors:** Missing target words (more errors = lower % rank).				*51 - 75%*			
○ **Total Inhibitory Errors:** Ignoring distracter words (more errors = lower % rank).				*51 - 75%*			

Concept Recognition and Generation							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Concept Generation							
NEPSY-II Animal Sorting Combined: Number of correct sorts and the number of errors.				(11)			
• **Correct Sorts:** A high score suggests good initiation or sustained effort, good conceptual reasoning or semantic knowledge.				(11) (8-14)			
• **Errors:** A low number of errors suggests good self-monitoring (more errors = lower % rank).				*51 - 75%*			
○ **Novel Sort Errors:** A high score suggests idiosyncratic or immature reasoning (more errors = lower % rank).				*51 - 75%*			
○ **Repeated Sort Errors:** A high score suggests poor cognitive flexibility and self-monitoring (more errors = lower % rank).				*51 - 75%*			
WISC-V Similarities: Describing how two words that represent common objects or concepts are similar.				(9) (7-11)			

Problem Solving, Fluid Reasoning, and Planning							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Verbal Deductive and Inductive Reasoning							
WISC-V: Comprehension: Answering questions based on understanding of general principles and social situations.					(13) (11-15)		
Visual Deductive and Inductive Reasoning							
WISC-V Matrix Reasoning: Completing a missing portion of a picture matrix.				(11) (9-13)			
WISC-V Picture Concepts: Choosing one picture from among two or three rows of pictures to form a group with a common characteristic.				(10) (8-12)			
Quantitative Reasoning							
WISC-V Figure Weights: Ability to determine what weight is needed to balance a scale.				(10) (8-12)			

Response Inhibition							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Verbal Response Inhibition							
NEPSY-II Inhibition (Condition 2) Combined: Rapidly and accurately naming the opposite names of shapes (e.g., "circle" for "square").	(2)						
• **Completion Time:** How quickly the task was completed. (slower time = lower scaled score)		(5) (2-8)					
• **Errors:** Total errors made on the task. (more errors = lower % rank)	*< 2%*						
○ **Uncorrected Errors:** Errors with no attempt to correct (more errors = lower % rank).				*26 - 50%*			
○ **Self-Corrected Errors:** Errors that were self-corrected (more self-corrections = lower % rank).		*2 - 5%*					

Qualitative Behaviors for Executive Functions

Instrument – Subtest: Description	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Superior
Points to Stimuli (rather than verbal response)							
NEPSY-II Inhibition: Naming - Points to Stimuli				*26 - 75%*			
NEPSY-II Inhibition: Inhibition - Points to Stimuli				*26 - 75%*			
NEPSY-II Inhibition: Switching - Points to Stimuli					*> 75%*		

Behavior Assessment System for Children, Third Edition (BASC-3)		
Indices	**Not Elevated**	**Elevated**
Overall Executive Functioning Index	M T	
Problem Solving Index	M T	
Attentional Control Index	M T	
Behavioral Control Index	M T	
Emotional Control Index	M T	

Facilitators/Inhibitors: Allocating and Maintaining Attention

Attention Functions	Severe	Moderate	Mild	Not Observed
Selective or Sustained Attention Difficulties				
Seems to get overwhelmed with difficult tasks.		M	T	
Difficulty paying attention for a long period of time.			M T	
Seems to lose place in an academic task.		T	M	
Mind appears to go blank or loses train of thought.				M T
Inattentive to details or makes careless mistakes.			M T	

Selective/Focused and Sustained Attention							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Overall Assessment of Attention							
WRAML3 Attention/Concentration Index: Overall indicator of attentional skills				94 (92-96)			
Auditory Selective/Focused and Sustained Attention							
NEPSY-II Auditory Attention Combined: Selectively respond to auditory target words while ignoring auditory non-target words.				(8)			
• **Commission Errors:** Responding to non-target words that were to be ignored (more errors = lower % rank).				*51 - 75%*			
• **Total Correct:** Responding correctly to target words (more correct = higher scaled score).				(9)			
○ **Omission Errors:** Missing target words (more errors = lower % rank).				*26 - 50%*			
○ **Inhibitory Errors:** Ignoring distracter words. (More errors = lower % rank).				*26 - 50%*			

Attentional Capacity							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Attentional Capacity for Numbers or Letters with Verbal Response							
WISC-V Digit Span Forward: Repeating auditorily presented digits of increasing length.				(8) (6-10)			
WRAML3 Number Letter: Repeating auditorily presented number/letter strings of increasing length. doe not show up in the Attentional Capacity section - it shows up in 2 places in the report				(9)			
Attentional Capacity for Visual Sequential Patterns with Motor Response							

WRAML3 Finger Windows: Using a finger to repeat a visual pattern of increasing length.				(9)			
Attentional Capacity for Words and Sentences (Increased Meaning) with Verbal or Motoric Response							
WIAT-4 Oral Expression: Sentence Repetition: Repeating sentences of increasing length.				110 (101-119)			
WRAML3 Sentence Memory: Repeating sentences of increased length and complexity.				(8)			
Attentional Capacity for Stories (Even more Contextual Meaning) with Verbal Response							
NEPSY-II Narrative Memory Free Recall: Recalling orally presented story details.		(5) (2-8)					
WRAML3 Story Memory: Recalling orally presented story details.			(6)				

Qualitative Behaviors for Attentional Processes							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
NEPSY-II Auditory Attention and Response Set: Inattentive/Distracted Off-Task Behaviors (Age Comparison)				*26 - 50%*			
NEPSY-II Auditory Attention and Response Set: Inattentive/Distracted Off-Task Behaviors: ADHD Clinical Group					*> 75%*		
NEPSY-II Auditory Attention and Response Set: Out of Seat/Physical Movement in Seat Off-Task Behaviors (Age Comparison)				*26 - 50%*			
NEPSY-II Auditory Attention and Response Set: Out of Seat/Physical Movement in Seat Off-Task Behaviors: ADHD Clinical Group					*> 75%*		

Behavior Assessment System for Children, Third Edition (BASC-3) - Ratings of Attention						
Scale	**Average**		**At-Risk**		**Clinically Significant**	
	First Group	**Second Group**	**First Group**	**Second Group**	**First Group**	**Second Group**
First Group Comparison: General Norms Gender Combined						
Second Group Comparison: ADHD Norms Gender Combined						
Clinical Scales (T-Scores)						
Attention Problems	M (53) (48-58)	M (37) (31-43) T (55) (50-60)	T (61) (57-65)			
Hyperactivity	M (48) (42-54) T (48) (44-53)	M (42) (36-48) T (46) (42-50)				
ADHD Probability Index	M (54) (48-60) T (58) (52-64)	M (41) (34-48) T (52) (46-58)				

Facilitators/Inhibitors: Working Memory

Working Memory (NPCC-3)	**Severe**	**Moderate**	**Mild**	**Not Observed**
Frequently asks for repetitions of instructions/explanations.				M T
Trouble following multiple step directions.			M T	
Loses track of steps/forgets what they are doing amid a task.			M T	
Loses place in the middle of solving a math problem.			M T	
Loses train of thought while writing.		T	M	
Trouble summarizing narrative or text material.		T	M	
Trouble remembering facts or procedures in mathematics.			M T	

Working Memory

Instrument – Subtest: Description	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Superior
Verbal Working Memory							
NEPSY-II Word List Interference Recall: Repeating an initial string of unrelated words after a second interference list of unrelated words is presented.			(6) (3-9)				
TAPS-4 Number Memory Reversed: Repeating number strings in reverse order that were spoken by the examiner.				(10) (7-13)			
WISC-V Arithmetic: Mentally solving orally presented arithmetic problems within time limits.				(8) (6-10)			
WISC-V Digit Span Backward: Repeat number strings in reverse order that were spoken by the examiner.				(9) (7-11)			
WISC-V Digit Span Sequencing: Ability to sequence digits according to value. Also involves quantitative reasoning.				(11) (9-13)			
WISC-V Letter-Number Sequencing: Recalling numbers in ascending order and letters in alphabetical order.			(7) (5-9)				
WRAML3 Verbal Working Memory: Three levels of difficulty, which requires reordering of words to some stimulus property (e.g., word order, size of object, etc.).				(8)			
Visual Working Memory							
WISC-V Picture Span: Ability to recall the order of visual stimuli.				(8) (6-10)			
WRAML3 Visual Working Memory: Touching pictures initially touched by examiner following prescribed rules.		(5)					

Qualitative Behaviors for Working Memory	
Instrument – Subtest: Description	**Standardization Sample Base Rate**
WISC-V Process Scores	
Longest Digit Span Backward: Percentage of same age peers who achieved this number of the longest digit span backward (auditory working memory).	*74%*
Longest Digit Span Sequence: Percentage of same age peers who achieved this number of the longest digit span sequence (auditory working memory).	*31%*
Longest Picture Span Stimulus: The highest number of stimulus pictures that appear on the last item with a perfect score.	*93.5%*
Longest Picture Span Response: The highest number of response pictures that appear on the last item with a perfect score.	*100%*
Longest Letter-Number Sequence: The highest letter-number sequence compared to same age peers.	*96%*
WISC-V Process Level Discrepancy Comparisons	
Longest Digit Span Forward - Longest Digit Span Sequence: Percentage of age peers with auditory immediate memory > auditory working memory.	*97.5%*
Longest Digit Span Backward - Longest Digit Span Sequence: Percentage of age peers with differences between two types of auditory working memory.	*92.5%*

Facilitators/Inhibitors: Speed, Fluency, and Efficiency of Processing

Speed, Fluency, and Efficiency of Processing Functions	Severe	Moderate	Mild	Not Observed
Processing Speed and Fluency Difficulties				
Takes longer to complete tasks than others the same age.		M T		
Slow reading that makes comprehension difficult.		T	M	
Homework takes too long to complete.		T	M	
Requires extra time to complete tests.		T	M	
Responds slowly when asked questions.			M T	
Acquired Knowledge Fluency - Reading Fluency Difficulties				
Has a limited reading vocabulary.			M T	
Difficulty reading quickly and accurately.		T	M	

Slow and deliberate reader.			M T	
Difficulty using appropriate phrasing and expression while reading.			M T	
Acquired Knowledge Fluency - Writing Fluency Difficulties				
Takes a long time to write even simple sentences		M T		
Develops an organized sequence in writing that is easy to follow.		T	M	
Maintains a clear and sustained focus on the main writing topic			T	M
Acquired Knowledge Fluency - Mathematics Fluency Difficulties				
Takes a long time to solve simple math problems.			M T	
Difficulty pulling basic math facts out of memory quickly.			M T	
Processing Speed with Accuracy Difficulties				
Does not do well on timed tests.		T	M	
Difficulty recalling information accurately and quickly.			M T	

Performance Fluency							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Perceptual Fluency							
WISC-V Coding: Copying symbols paired with geometric shapes or numbers within a time limit.		(4) (2-6)					
WISC-V Symbol Search: Scanning a search group and marking the presence or absence of a target symbol or symbols within a time limit.				(8) (6-10)			
Naming Fluency							
FAR Rapid Automatic Naming (RAN): Naming objects, letters, and stenciled letters quickly.				92 (82-102)			
NEPSY-II Inhibition: Naming Combined: Rapidly and accurately name shapes.	(2)						
• **Completion Time:** How quickly the task was completed (slower time = lower scaled score).		(5) (2-8)					
• **Naming Errors:** Total errors made on the task (more errors = lower % rank).	*< 2%*						
○ **Uncorrected Errors:** Errors with no attempt to correct (more errors = lower % rank).				*26 - 50%*			
○ **Self-Corrected Errors:** Errors that were self-corrected (more self-corrections = lower % rank).		*2 - 5%*					
NEPSY-II Speeded Naming Combined: Rapidly naming attributes of objects or a series of numbers and letters.			(7)				
• **Completion Time:** How quickly the task was completed (slower time = lower scaled score).			(7) (6-8)				
• **Total Correct:** How accurately the task was completed (more correct = higher % rank).				*26 - 50%*			
• **Self-Corrected Errors:** Awareness of errors made on the task with self-correction (more self-corrections = lower % rank).		*6 - 10%*					
Oral Motor Fluency							
NEPSY-II Repetition of Nonsense Words Total: Repetition of nonsense words.				(10)			

Retrieval Fluency							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Word Fluency							
NEPSY-II Word Generation Initial Letter Total: Words recalled quickly that start with a particular letter.					(13) (10-16)		
Semantic Fluency							

FAR Verbal Fluency: Naming words as quickly as possible that start with a particular letter or fit in the same category (e.g., animals).					120 (111-129)[1]		
NEPSY-II Word Generation Semantic Total: Words recalled quickly that fit into a category.				(11) (9-13)			
WIAT-4 Oral Expression: Oral Word Fluency: Ability to quickly name things that fit in a given category.					115 (104-126)		

[1] Based on grade norms not age norms.

Acquired Knowledge Fluency							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Fluency Summary Indices							
WIAT-4 Reading Fluency Composite: Oral reading fluency, orthographic fluency, and decoding fluency combined.			81 (77-85)				
Reading Fluency: Rapid Phonological Decoding							
FAR Isolated Word Reading Fluency: Reading isolated words quickly.			86 (76-96)[1]				
FAR Oral Reading Fluency: Reading passages for rate and accuracy.			81 (75-87)[1]				
FAR Irregular Word Reading Fluency: Ability to read a list of phonologically irregular words.				91 (84-98)[1]			
FAR Silent Reading Fluency Rate: Ability to read a passage and answer questions.					111 (104-118)[1]		
WIAT-4 Decoding Fluency: Measures phonic decoding fluency.				105 (99-111)			
WIAT-4 Oral Reading Fluency: Reading passages aloud and then orally responding to comprehension questions.				94 (88-100)			
Reading Fluency: Rapid Morphological Decoding							
FAR Morphological Processing: Ability to choose the morpheme that best completes an incomplete target word.			85 (78-92)[1]				
Writing Fluency							
• **WIAT-4 Sentence Writing Fluency:** Measures sentence composition fluency.			84 (74-94)				
Mathematical Fluency							
WIAT-4 Math Fluency Composite: Solving simple math problems quickly.			87 (82-92)				
• **Math Fluency – Addition:** Solving simple addition problems quickly.				90 (81-99)			
• **Math Fluency – Subtraction:** Solving simple subtraction problems quickly.			85 (78-92)				
• **Math Fluency – Multiplication:** Solving simple multiplication problems quickly.			83 (75-91)				

[1] Based on grade norms not age norms.

Fluency with Accuracy						
Tests	**Average to Low Numbers of Errors**			**High Number of Errors**		
	Fast Completion Times	Average Completion Times	Slow Completion Times	Fast Completion Times	Average Completion Times	Slow Completion Times
NEPSY-II Speeded Naming		X				
NEPSY-II Inhibition: Naming						X[9]
NEPSY-II Inhibition: Inhibition						X

NEPSY-II Inhibition: Switching						X

[9] The completion time may have been impacted by a large number of corrected errors.

Qualitative Behaviors for Processing Speed	
Instrument – Subtest: Description	**Standardization Sample Base Rate**
WISC-V Coding Rotation Errors: Percentage of same age peers who made this number of rotation errors on the Coding test.	*5%*
WISC-V Symbol Search Set Errors: Percentage of same age peers who made set errors on Symbol Search.	*25%*
WISC-V Symbol Search Rotation Errors: Percentage of same age peers who made rotation errors on Symbol Search.	*5%*

Acquired Knowledge: Acculturation Knowledge

Semantic Memory							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
General Information							
WISC-V Information: Answering questions about a wide range of general knowledge topics.				(11) (9-13)			

Acquired Knowledge: Language Abilities

Language Functions	Severe	Moderate	Mild	Not Observed
Oral Expression Difficulties				
Slow labored speech.				M T
Limited amount of speech.				M T
Makes odd or unusual language or vocal sounds.				M T
Distorts sounds (i.e., slurring, stuttering).				M T
Difficulty finding the right word to say.				M T
Receptive Language Difficulties				
Trouble understanding what others are saying.				M T
Does not do well with verbal directions.				M T
Loses track of what he/she was told to do.				M T
Does not follow conversations well.				M T

Overall Language Abilities							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
WIAT-4 Oral Language Composite: Oral expression and listening comprehension combined.					115 (108-122)		

Oral Expression							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Vocabulary Knowledge and Oral Expression							
WIAT-4 Oral Expression: A compilation of expressive vocabulary, oral word fluency, and sentence repetition.				110 (101-119)			
• **Expressive Vocabulary:** Naming pictures.					117 (103-131)		
WISC-V Vocabulary: Ability to name pictured objects or define word meanings.					(13)		

Receptive Language (Listening Comprehension)

Instrument – Subtest: Description	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Superior
Receptive Language with Verbal Response							
TAPS-4 Listening Comprehension Index: Composite score of the three subtests below:			89 (80-98)				
• **Auditory Comprehension:** Listening to an oral passage and then answering questions.				(9) (7-11)			
• **Auditory Figure-Ground (Processing Oral Directions with background noise):** Ability to process and recall oral directions when presented with competing background noise.			(7) (5-9)				
• **Processing Oral Directions (without background noise):** Ability to process and recall oral directions when presented in quiet listening conditions.				(9) (7-11)			
WIAT-4 Listening Comprehension: Listening to passages and then responding to questions.				110 (103-117)			
• **Oral Discourse Comprehension:** Listening to passages and answering questions about each one.				105 (96-114)			
• **Receptive Vocabulary:** Listening to passages and answering questions about each one. (NOTE: This is a nonverbal response but is listed here for comparative purposes)					112 (102-122)		
Receptive Language with Nonverbal Motor Response							
NEPSY-II Comprehension of Instructions Total: Respond quickly to verbal instructions of increasing complexity.				(8) (5-11)			

Qualitative Behaviors for Receptive Language							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Asking for Repetitions: Possible Attentional or Receptive Language Deficits							
NEPSY-II Comprehension of Instructions (Age Comparison)				*26 - 75%*			
NEPSY-II Comprehension of Instructions: ADHD Clinical Group					*> 75%*		
Asking for Repetitions: Possible Attentional, Receptive Language, or Verbal Immediate Memory Deficits							
NEPSY-II Word List Interference (Age Comparison)				*26 - 75%*			
NEPSY-II Word List Interference: ADHD Clinical Group				*26 - 75%*			

Acquired Knowledge: Reading Achievement

Academic Functions: Reading	Severe	Moderate	Mild	Not Observed
Reading Decoding Difficulties				
Over-relies on sounding out most words when reading; even familiar words.			T	M
Over-relies on memorizing what words look like rather than sounding them out.				M T
Substitutes words that sound like the target word (i.e., reading “pear” for “bear”).				M T
Substitutes words that mean that same as the word being read, but not the word itself (i.e., reading “truck” for “car”).				M T
Reading Comprehension Difficulties				
Difficulty understanding what is read.			M T	
Difficulty identifying main elements of a story.		M T		
Appears distracted while reading.		M	T	
Misses important details while reading.		M T		
Reading: Attitudinal Issues				
Avoids reading activities.	M	T		
Appears anxious/uptight/nervous while reading.	M T			
Shows no interest in reading for information or pleasure.	M	T		

Reading Achievement							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Reading Summary Indices							
FAR Phonological Index: Significantly low scores are consistent with dysphonetic dyslexia.				91 (87-95)[1]			
FAR Fluency Index: Significantly low scores are consistent with surface dyslexia.				91 (85-97)[1]			
FAR Mixed Index: Significantly low scores are consistent with mixed dyslexia.				90 (86-94)[1]			
FAR Comprehension Index: Significantly low scores are consistent with reading comprehension deficits.				92 (85-99)[1]			
FAR Total Index: Significantly low scores are consistent with overall difficulties with reading.				90 (86-94)[1]			
WIAT-4 Dyslexia Index (4-12+): Word reading, pseudoword decoding, and orthographic fluency combined.					111 (108-114)		
WIAT-4 Reading Composite: Word reading and reading comprehension combined.				97 (90-104)			
Basic Reading Skills: Phonological Decoding							
FAR Nonsense Word Decoding: Ability to decode a series of individual nonsense words.				92 (82-102)[1]			
WIAT-4 Basic Reading Composite: Pseudoword decoding, phonemic proficiency, and word reading combined.				106 (103-109)			
WIAT-4 Decoding Composite: Pseudoword decoding and word reading combined.				105 (102-108)			
WIAT-4 Phonological Processing Composite: Pseudoword decoding and phonemic proficiency combined.				100 (95-105)			
WIAT-4 Pseudoword Decoding: Ability to phonologically decode pseudowords.				110 (105-115)			
WIAT-4 Phonemic Proficiency: Measures the development phonological/phonemic skills.				102 (95-109)			
WIAT-4 Word Reading: Measures letter and letter-sound knowledge and single word reading.				93 (89-97)			
Basic Reading Skills: Orthographic Coding (taps immediate and working memory)							
FAR Orthographical Processing: Ability to recall the letter of group of letters that are in a target word after a short presentation.				99 (89-109)[1]			
Reading Comprehension Skills							
FAR Semantic Concepts: Ability to select a word that is similar or opposite in meaning to a target word.				93 (85-101)[1]			
FAR Silent Reading Fluency - Comprehension: Ability to read a passage and answer questions.			88 (78-98)[1]				

[1] Based on grade norms not age norms.

Acquired Knowledge: Written Language Achievement

Academic Functions: Writing	Severe	Moderate	Mild	Not Observed
Writing: Spatial Production Functions				
Demonstrates uneven spacing between words and letters.				M T
Trouble staying on the horizontal lines.				M T
Others have difficulty reading what the child has written				M T
Trouble forming letters and words.				M T
Writes overly large letters and words.				M T
Writing: Expressive Language Functions				
Limited vocabulary for age; uses lots of easy words.		M T		
Difficulty putting ideas into words.		M T		

Uses simple sentence structure and lacks variety.		M T		
Produces poor spelling in writing.		M T		
Poor grammar in writing.		M T		
Writing: Graphomotor Output Functions				
Difficulty holding the pencil or pen correctly.				M T
Presses too soft with the pencil/pen while writing.				M T
Writes overly small letters and words.				M T
Presses too hard with the pencil/pen while writing.				M T
Shows preference for printing over cursive writing.				M T
Writing: Attitudinal Issues				
Avoids writing activities.		M T		
Appears anxious/uptight/nervous while writing.		M T		
Shows no interest in writing activities.		M T		

Written Language Achievement							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Writing Summary Indices							
WIAT-4 Written Expression Composite: Spelling and sentence composition combined.			87 (81-93)				
Expository Composition							
WIAT-4 Sentence Composition: Measures sentence formation skills.				97 (88-106)			
• **Sentence Building:** Writing meaningful sentences that uses a specific word.				92 (82-102)			
• **Sentence Combining:** Combining information from two or three sentences into single sentences that mean the same thing.				104 (92-116)			
WIAT-4 Essay Composition: Measures spontaneous writing fluency at the discourse level.			88 (76-100)				
Orthographic Spelling							
WIAT-4 Spelling: Measures written spelling from dictation.			86 (82-90)				

Qualitative Behaviors for Written Expression		
Instrument – Subtest: Description	**Standardization Sample Base Rate**	
Essay Composition: Content and Organization Qualitative Analysis		
WIAT-4 - Essay Composition Element:	**Included**	**Not Included**
• **Introduction: includes thesis statement**	X	
• **Introduction: Summaries reasons**		X
• **Body: Includes reason 1**	X	
• **Body: Includes reason 2**	X	
• **Body: Includes reason 3**	X	
• **Body: Supports each reason with facts or details**		X
• **Body: Uses transition/linking words to create cohesion (e.g., because, for example)**	X	
• **Conclusion: Restates thesis statement**	X	
• **Conclusion: Restates reasons**		X
• **Uses paragraph structure**		X

Acquired Knowledge: Mathematics Achievement

Academic Functions: Mathematics	Severe	Moderate	Mild	Not Observed
Mathematics: Computational and Procedural Difficulties				
Forgets what steps to take when solving math problems (i.e., carrying in addition or borrowing in subtraction).			M T	
Makes computational errors.			M T	
Slow in solving math problems.		T	M	
Makes careless mistakes while solving math problems.			M T	
Does not always pay attention to the math problems signs.				M T
Mathematics: Visual-Spatial Difficulties				

Difficulty aligning a column of numbers.				M T
Difficulty understanding spatial attributes such as size and location of numbers.				M T
Difficulty recognizing visual differences in magnitude (i.e., which group of objects has more than another group?).				M T
Mathematics: Verbal Difficulties				
Difficulty with retrieval of basic math facts.		M	T	
Difficulty solving story problems.		M T		
Difficulty with counting.				M T
Slow in number identification.				M T
Mathematics: Attitudinal Issues				
Appears anxious/uptight/nervous when working with math.			M	T
Avoids math activities.			M	T
Show no interest in math.		T	M	

Mathematics Achievement							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Mathematics Summary Indices							
WIAT-4 Mathematics Composite: Math problem solving and numerical operations combined.				101 (97-105)			
Mathematical Calculations							
WIAT-4 Numerical Operations: Measures math calculation skills.			88 (80-96)				
Mathematical Reasoning							
WIAT-4 Math Problem Solving: Analyzing and solving practical math problems.				107 (102-112)			

Social-Emotional Functioning and Adaptive Behaviors

Social Perception							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
NEPSY-II Affect Recognition Total: Ability to recognize emotions in pictures of faces.				(12) (10-14)			
• **Total Happy Errors**				*26 - 50%*			
• **Total Sad Errors**				*51 - 75%*			
• **Total Neutral Errors**					*> 75%*		
• **Total Fear Errors**				*51 - 75%*			
• **Total Angry Errors**				*51 - 75%*			
• **Total Disgust Errors**				*51 - 75%*			
NEPSY-II Theory of Mind Total: Ability to tale the perspective of others.				*51 - 75%*			
• **Theory of Mind Verbal Score:** Verbal items related to perspective taking.				*51 - 75%*			

Qualitative Behaviors for Social-Emotional Functioning							
Instrument – Subtest: Description	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Superior**
Spontaneous Comments							
NEPSY-II - Memory for Faces and Memory for Faces Delayed (Age Comparison)				*26 - 75%*			
NEPSY-II - Memory for Faces and Memory for Faces Delayed: ADHD Clinical Group				*26 - 75%*			
NEPSY-II - Affect Recognition (Age Comparison)				*26 - 50%*			
NEPSY-II - Affect Recognition: ADHD Clinical Group				*26 - 50%*			

Behavior Assessment System for Children, Third Edition (BASC-3) - Ratings						
Scale	Average		At-Risk		Clinically Significant	
	First Group	Second Group	First Group	Second Group	First Group	Second Group
First Group Comparison: General Norms Gender Combined						
Second Group Comparison: ADHD Norms Gender Combined						
Clinical Scales (T-Scores)						
Externalizing Problems	M (50) (47-53) T (45) (42-48)					
• Aggression	M (47) (42-52) T (45) (40-50)					
• Conduct Problems	M (54) (49-59) T (43) (38-48)					
Internalizing Problems	M (55) (52-59) T (44) (40-48)				S (71) (68-74)	
• Anxiety	T (47) (41-53)		M (67) (62-72)		S (70) (65-75)	
• Depression	M (54) (49-59) T (44) (38-50)		S (62) (56-68)			
• Somatization	M (41) (36-46) T (44) (38-50) S (53) (45-61)					
Behavioral Symptoms Index	M (51) (48-54) T (50) (47-53)					
• Atypicality	M (57) (52-62) T (56) (50-62)		S (68) (61-75)			
• Locus of Control			S (65) (58-73)			
• Withdrawal	M (48) (42-54) T (48) (42-54)					
Emotional Symptoms Index						
• Sense of Inadequacy					S (77) (70-84)	
School Problems	S (59) (54-64)					
• Learning Problems			T (64) (58-70)			
• Attitude to School	S (53) (46-60)					
• Attitude to Teachers	S (53) (46-60)					
Adaptive Scales (T-Scores)						
Adaptive Skills	M (48) (45-51)					
• Adaptability	M (46) (41-51) T (55) (50-60)					

• Social Skills	M (58) (53-63)		T (38) (34-42)			
• Leadership	M (43) (37-49)		T (36) (31-41)			
• Activities of Daily Living	M (47) (40-54)					
• Functional Communication	M (45) (39-51)		T (34) (28-40)			
• Study Skills	T (43) (40-47)					
Personal Adjustment			S (37) (33-41)			
• Relations with Parents			S (30) (25-35)			
• Interpersonal Relations	S (45) (38-52)					
• Self-Esteem	S (40) (34-47)					
• Self-Reliance	S (45) (38-52)					
Content Scales (T-Scores)						
Anger Control	M (49) (43-55) T (46) (40-52)					
Bullying	M (46) (42-50) T (44) (39-49)					
Developmental Social Disorder	M (49) (44-54) T (59) (54-64)					
Emotional Self-Control	M (51) (46-56) T (46) (41-51)					
Executive Functioning	M (54) (50-59) T (57) (54-60)					
Negative Emotionality	M (52) (46-58) T (41) (36-46)					
Resiliency	M (44) (40-49)		T (39) (35-43)			
Ego Strength			S (35) (28-42)			
Mania	S (59) (52-66)					
Test Anxiety			S (68) (60-76)			
Probability Indices (T-Scores)						
Autism Probability Index	M (54) (49-59) T (58) (52-64)					
Emotional-Behavior Disordered (EDB) Probablity Index	M (46) (41-51) T (57) (53-61)					
Functional Impairment Index	M (49) (45-53) T (46) (43-50)					