

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 **Age:** 14 years old
Ethnicity: Caucasian **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 zipping).				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				(10)			
NEPSY-II Fingertip Tapping Nondominant Hand Combined				(9)			
• Repetitions Combined				(8)			
• Sequences Combined				(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			86 (78-94)				
• Visual Perception			85 (75-95)				
• Motor Coordination			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				(8) (6-10)			
WISC-V Coding		(4) (2-6)					
WISC-V Symbol Search				(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	65 (57-73) ¹						
NEPSY-II Picture Puzzles Total				(8) (6-10)			
TVPS-4 Visual Discrimination			(7) (5-9)				
Visual-Motor Constructions							
NEPSY-II Block Construction Total				(11) (9-13)			
WISC-V Block Design				(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				(10) (8-12)			
WISC-V Visual Puzzles				(12) (10-14)			
Visual Gestalt Closure							
TVPS-4 Visual Figure- Ground				(11) (9-13)			
TVPS-4 Visual Closure				(10) (8-12)			
Visuospatial Analyses with and without Mental Rotations							
NEPSY-II Geometric Puzzles Total				(9) (7-11)			
TVPS-4 Form Constancy				(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)				107 (100-114)			
• Blending Words				(12) (10-14)			
• Elision				(9) (7-11)			
• Phoneme Isolation				(10) (8-12)			
• Blending Nonwords				(12) (10-14)			
FAR Phonemic Awareness					115 (109-121) ¹		
FAR Positioning Sounds			87 (80-94) ¹				
WIAT-4 Phonemic Proficiency				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

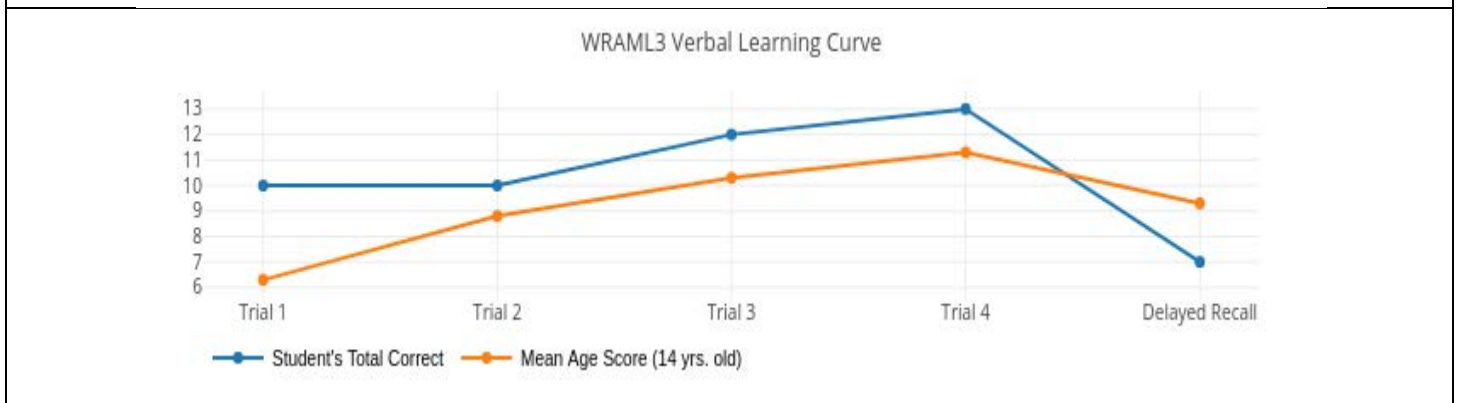
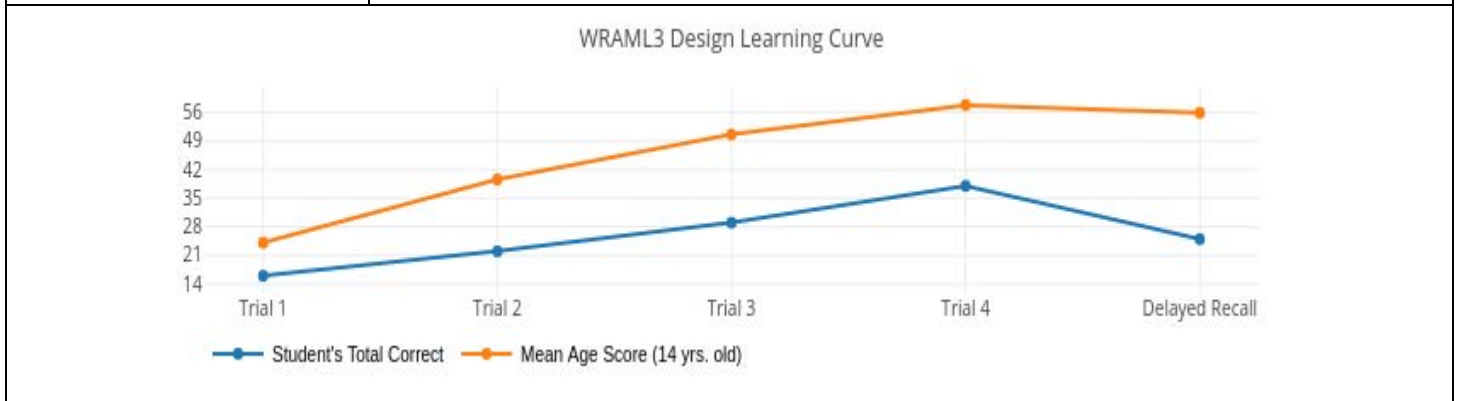
WRAML3 Memory Indices							
Instrument – Subtest: Description	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Superior
General Immediate Memory Index			86 (84-88)				
• Visual Immediate Memory Index		76 (74-78)					
• Verbal Immediate Memory 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					(14)		

• Learning Slope	Standardization Sample Base Rate = ≤ 15%
• Intrusions	Standardization Sample Base Rate = ≤ 15%
• Repetitions	Standardization Sample Base Rate = ≤ 15%
• Primacy Effect	Standardization Sample Base Rate = ≤ 15%
• Recency Effect	Standardization Sample Base Rate = ≤ 15%

Visual Learning

WRAML3 - Design Learning	(5)					
• Learning Slope (Trial 1 - Trial 4)	Standardization Sample Base Rate = ≤ 15%					
• Upper Left Quadrant Total	Standardization Sample Base Rate = ≤ 15%					
• Upper Right Quadrant Total	Standardization Sample Base Rate = ≤ 15%					
• Lower Left Quadrant Total	Standardization Sample Base Rate = ≤ 15%					
• Lower Right Quadrant Total	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)				101 (91-111)			
• Memory for Digits				(10) (8-12)			
• Nonword Repetition				(10) (8-12)			
WRAML3 Number Letter				(9)			
WISC-V Digit Span				(9) (7-11)			
• Digits Forward				(8) (6-10)			
Word Recall (No Contextual Cues)							
FAR Word Recall				109 (99-119) ¹			
NEPSY-II Word List Interference Repetition				(8) (6-10)			
TAPS-4 Word Memory				(11) (9-13)			
Sentence Recall (with Contextual Cues)							

TAPS-4 Sentence Memory				(9) (7-11)			
WIAT-4 Oral Expression Sentence Repetition				110 (101-119)			
WRAML3 Sentence Memory				(8)			
Story Recall (with Contextual Cues)							
NEPSY-II Narrative Memory Free Recall		(5) (2-8)					
• Free & Cued Recall			(6) (4-8)				
WRAML3 Story Memory			(6)				
• Story C			(6)				
• Story D			(6)				
• Verbatim Total			(7)				
• Gist Total				(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			(6) (4-8)				
• Content			(7) (4-10)				
• Spatial		(5) (2-8)					
Abstract Designs with Verbal Response (no Contextual Cues)							
TVPS-4 Sequential Memory			(6) (3-9)				
TVPS-4 Visual Memory		(4) (1-7)					
Faces with Verbal or Pointing Response (no Contextual Cues)							
NEPSY-II Memory for Faces Total Score			(7) (4-10)				
Spatial Locations with Motor Response (no Contextual Cues)							
WRAML3 Finger Windows				(9)			
Picture or Symbolic (with Contextual Cues)							
WRAML3 Picture Memory			(7)				
• Commission Errors	$\leq 5\%$						

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			(7)				
Delayed Verbal Recall (with Contextual Cues)							
WRAML3 Story Memory Delayed	(3)						
Delayed Verbal Recognition (without Contextual Cues)							
WRAML3 Verbal Learning Recognition				(11)			
• Semantic Errors	<i>Standardization Sample Base Rate = $\leq 15\%$</i>						
• Phonological Errors	<i>Standardization Sample Base Rate = $\leq 15\%$</i>						
Delayed Verbal Recognition (with Contextual Cues)							
WRAML3 Story Memory Recognition				(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			(7) (4-10)				
NEPSY-II Memory for Designs Delayed Total		(5) (2-8)					
• Delayed Content			(6) (4-8)				
• Delayed Spatial	(3) (1-5)						
WRAML3 Design Learning Delayed			(7)				
Delayed Visual Recall (with Contextual Cues)							
WRAML3 Picture Memory Delayed			(6)				
Delayed Visual Recognition (without Contextual Cues)							
WRAML3 Design Learning Recognition				(11)			
Delayed Visual Recognition (with Contextual Cues)							
WRAML3 Picture Memory Recognition		(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			80 (78-82)				
Verbal-Visual Associative Learning							
NEPSY-II Memory for Names Total				(8) (6-10)			
WISC-V Immediate Symbol Translation			85 (83-87)				
Verbal-Visual Associative Delayed Recall							
NEPSY-II Memory for Names Delayed Total			(6) (3-9)				
NEPSY-II Memory for Names and Memory for Names Delayed Total Score			(7) (5-9)				
WISC-V Delayed Symbol Translation		78 (76-80)					
Verbal-Visual Associative Delayed Recognition							
WISC-V Recognition Symbol Translation				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	(2)						
• Total Completion Time		(4) (1-7)					
• Total Errors	< 2%						
• Uncorrected Errors		6 - 10%					
• Self-Corrected Errors		2 - 5%					
Verbal and Visual Cognitive Flexibility							
NEPSY-II Response Set Combined Score				(8)			
• Total Commission Errors				26 - 50%			
• Total Correct				(11)			
○ Total Omission Errors				51 - 75%			
○ Total Inhibitory Errors				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				(11)			
• Correct Sorts				(11) (8-14)			
• Errors				51 - 75%			
○ Novel Sort Errors				51 - 75%			
○ Repeated Sort Errors				51 - 75%			
WISC-V Similarities				(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					(13) (11-15)		
Visual Deductive and Inductive Reasoning							
WISC-V Matrix Reasoning				(11) (9-13)			
WISC-V Picture Concepts				(10) (8-12)			
Quantitative Reasoning							
WISC-V Figure Weights				(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	(2)						

• Completion Time		(5) (2-8)			
• Errors	< 2%				
○ Uncorrected Errors				26 - 50%	
○ Self-Corrected Errors		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				94 (92-96)			
Auditory Selective/Focused and Sustained Attention							
NEPSY-II Auditory Attention Combined				(8)			
• Commission Errors				51 - 75%			
• Total Correct				(9)			
○ Omission Errors				26 - 50%			
○ Inhibitory Errors				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				(8) (6-10)			
WRAML3 Number Letter				(9)			
Attentional Capacity for Visual Sequential Patterns with Motor Response							
WRAML3 Finger Windows				(9)			
Attentional Capacity for Words and Sentences (Increased Meaning) with Verbal or Motoric Response							
WIAT-4 Oral Expression Sentence Repetition				110 (101-119)			

WRAML3 Sentence Memory				(8)			
Attentional Capacity for Stories (Even more Contextual Meaning) with Verbal Response							
NEPSY-II Narrative Memory Free Recall		(5) (2-8)					
WRAML3 Story Memory				(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			(6) (3-9)				
TAPS-4 Number Memory Reversed				(10) (7-13)			
WISC-V Arithmetic				(8) (6-10)			

WISC-V Digit Span Backward				(9) (7-11)			
WISC-V Digit Span Sequencing				(11) (9-13)			
WISC-V Letter-Number Sequencing			(7) (5-9)				
WRAML3 Verbal Working Memory				(8)			
Visual Working Memory							
WISC-V Picture Span				(8) (6-10)			
WRAML3 Visual Working Memory		(5)					

Qualitative Behaviors for Working Memory	
Instrument – Subtest: Description	Standardization Sample Base Rate
WISC-V Process Scores	
Longest Digit Span Backward	74%
Longest Digit Span Sequence	31%
Longest Picture Span Stimulus	93.5%
Longest Picture Span Response	100%
Longest Letter-Number Sequence	96%
WISC-V Process Level Discrepancy Comparisons	
Longest Digit Span Forward - Longest Digit Span Sequence	97.5%
Longest Digit Span Backward - Longest Digit Span Sequence	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		(4) (2-6)					
WISC-V Symbol Search				(8) (6-10)			
Naming Fluency							
FAR Rapid Automatic Naming (RAN)				92 (82-102)			
NEPSY-II Inhibition Naming Combined	(2)						

• Completion Time		(5) (2-8)			
• Naming Errors	< 2%				
○ Uncorrected Errors				26 - 50%	
○ Self-Corrected Errors		2 - 5%			
NEPSY-II Speeded Naming Combined			(7)		
• Completion Time			(7) (6-8)		
• Total Correct				26 - 50%	
• Self-Corrected Errors		6 - 10%			
Oral Motor Fluency					
NEPSY-II Repetition of Nonsense Words Total				(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						(13) (10-16)	
Semantic Fluency							
FAR Verbal Fluency					120 (111-129) ¹		
NEPSY-II Word Generation Semantic Total				(11) (9-13)			
WIAT-4 Oral Expression Oral Word Fluency					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			81 (77-85)				
Reading Fluency: Rapid Phonological Decoding							
FAR Isolated Word Reading Fluency			86 (76-96) ¹				
FAR Oral Reading Fluency			81 (75-87) ¹				
FAR Irregular Word Reading Fluency				91 (84-98) ¹			
FAR Silent Reading Fluency Rate					111 (104-118) ¹		
WIAT-4 Decoding Fluency				105 (99-111)			
WIAT-4 Oral Reading Fluency				94 (88-100)			
Reading Fluency: Rapid Morphological Decoding							
FAR Morphological Processing			85 (78-92) ¹				
Writing Fluency							
• WIAT-4 Sentence Writing Fluency			84 (74-94)				
Mathematical Fluency							
WIAT-4 Math Fluency Composite			87 (82-92)				
• Math Fluency – Addition				90 (81-99)			
• Math Fluency – Subtraction			85 (78-92)				
• Math Fluency – Multiplication			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	5%
WISC-V Symbol Search Set Errors	25%
WISC-V Symbol Search Rotation Errors	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				(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					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				110 (101-119)			
• Expressive Vocabulary					117 (103-131)		
WISC-V Vocabulary					(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			89 (80-98)				
• Auditory Comprehension				(9) (7-11)			
• Auditory Figure-Ground (Processing Oral Directions with background noise)			(7) (5-9)				
• Processing Oral Directions (without background noise)				(9) (7-11)			
WIAT-4 Listening Comprehension				110 (103-117)			
• Oral Discourse Comprehension				105 (96-114)			
• Receptive Vocabulary					112 (102-122)		
Receptive Language with Nonverbal Motor Response							
NEPSY-II Comprehension of Instructions				(8)			
Total				(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				91 (87-95) ¹			

FAR Fluency Index				91 (85-97) ¹			
FAR Mixed Index				90 (86-94) ¹			
FAR Comprehension Index				92 (85-99) ¹			
FAR Total Index				90 (86-94) ¹			
WIAT-4 Dyslexia Index (4-12+)					111 (108-114)		
WIAT-4 Reading Composite				97 (90-104)			
Basic Reading Skills: Phonological Decoding							
FAR Nonsense Word Decoding				92 (82-102) ¹			
WIAT-4 Basic Reading Composite				106 (103-109)			
WIAT-4 Decoding Composite				105 (102-108)			
WIAT-4 Phonological Processing Composite				100 (95-105)			
WIAT-4 Pseudoword Decoding				110 (105-115)			
WIAT-4 Phonemic Proficiency				102 (95-109)			
WIAT-4 Word Reading				93 (89-97)			
Basic Reading Skills: Orthographic Coding (taps immediate and working memory)							
FAR Orthographical Processing				99 (89-109) ¹			
Reading Comprehension Skills							
FAR Semantic Concepts				93 (85-101) ¹			
FAR Silent Reading Fluency - Comprehension			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			87 (81-93)				
Expository Composition							
WIAT-4 Sentence Composition				97 (88-106)			
• Sentence Building				92 (82-102)			
• Sentence Combining				104 (92-116)			
WIAT-4 Essay Composition			88 (76-100)				
Orthographic Spelling							
WIAT-4 Spelling			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				101 (97-105)			
Mathematical Calculations							
WIAT-4 Numerical Operations				88 (80-96)			
Mathematical Reasoning							
WIAT-4 Math Problem Solving				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				(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				51 - 75%			
• Theory of Mind Verbal Score				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) Probability Index	M (46) (41-51) T (57) (53-61)					
Functional Impairment Index	M (49) (45-53) T (46) (43-50)					