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 ($\leq$ 98 - Acceptable)	T ($\leq$ 98 - Acceptable)	S ($\leq$ 98 - Acceptable)
Inconsistency	M ($\leq$ 98 - Acceptable)	T ($\leq$ 98 - Acceptable)	S ($\leq$ 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

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				
● **Visual Perception**			85				
● **Motor Coordination**			89				

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)			
WISC-V Coding		(4)					
WISC-V Symbol Search				(8)			

Cognitive Processes: Visuospatial

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				
Visual Discrimination and Spatial Localization							
FAR Visual Perception	65[1]						
NEPSY-II Picture Puzzles Total				(8)			
TVPS-4 Visual Discrimination			(7)				
Visual-Motor Constructions							
NEPSY-II Block Construction Total				(11)			
WISC-V Block Design				(10)			

[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)			
WISC-V Visual Puzzles				(12)			
Visual Gestalt Closure							
TVPS-4 Visual Figure-Ground				(11)			
TVPS-4 Visual Closure				(10)			
Visuospatial Analyses with and without Mental Rotations							
NEPSY-II Geometric Puzzles Total				(9)			
TVPS-4 Form Constancy				(12)			

Cognitive Processes: Auditory/Phonological

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			
● Blending Words				(12)			
● Elision				(9)			
● Phoneme Isolation				(10)			
● Blending Nonwords				(12)			
FAR Phonemic Awareness					115[1]		
FAR Positioning Sounds			87[1]				
WIAT-4 Phonemic Proficiency				102			

[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
Does well on daily assignments but does not do well on end of the week quizzes.		T	M	

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				
● **Visual Immediate Memory Index**		76					
● **Verbal Immediate Memory Index**				100			
General Delayed Index		71					
● **Visual Delayed Index**		79					
● **Verbal Delayed Index**		79					
General Recognition Index				92			
● **Visual Recognition Index**			88				
● **Verbal Recognition Index**				100			
Working Memory Index			80				

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%*						

WRAML3 Design Learning Curve

Trials: Trial 1, Trial 2, Trial 3, Trial 4, Delayed Recall

Legend: Student's Total Correct — Mean Age Score (14 yrs. old)

WRAML3 Verbal Learning Curve

Legend: Student's Total Correct, Mean Age Score (14 yrs. old)
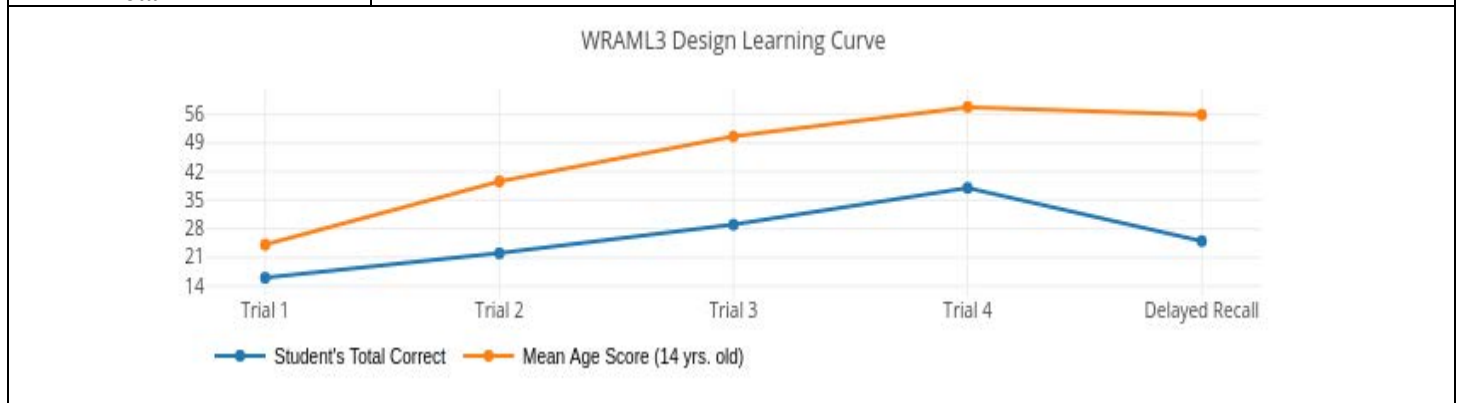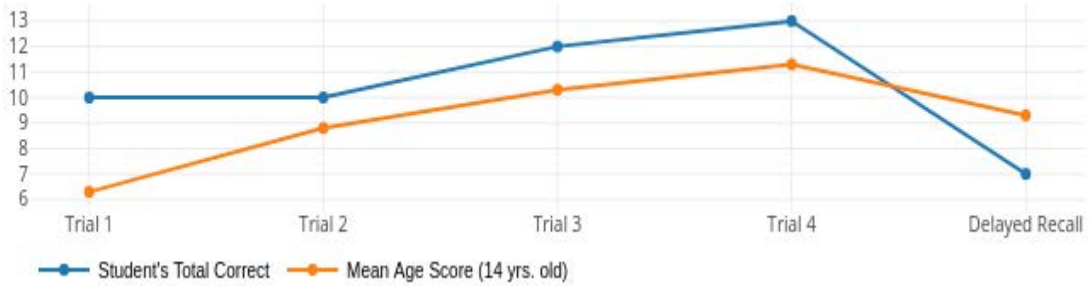
Immediate Verbal Memory							
Instrument – Subtest: Description	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Superior
Number Recall (No Contextual Cues)							
CTOPP-2 Phonological Memory Composite (ages 7-24)				101			
● Memory for Digits				(10)			
● Nonword Repetition				(10)			
WRAML3 Number Letter				(9)			
WISC-V Digit Span				(9)			
● Digits Forward				(8)			
Word Recall (No Contextual Cues)							
FAR Word Recall				109[1]			
NEPSY-II Word List Interference Repetition				(8)			
TAPS-4 Word Memory				(11)			
Sentence Recall (with Contextual Cues)							
TAPS-4 Sentence Memory				(9)			
WIAT-4 Oral Expression Sentence Repetition				110			
WRAML3 Sentence Memory				(8)			
Story Recall (with Contextual Cues)							
NEPSY-II Narrative Memory Free Recall		(5)					
● Free & Cued Recall			(6)				
WRAML3 Story Memory			(6)				
● Story C			(6)				
● Story D			(6)				
● Verbatim Total			(7)				
● Gist Total				(9)			

[1] Based on grade norms not age norms.

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)				
● Content			(7)				
● Spatial		(5)					
Abstract Designs with Verbal Response (no Contextual Cues)							
TVPS-4 Sequential Memory			(6)				
TVPS-4 Visual Memory		(4)					
Faces with Verbal or Pointing Response (no Contextual Cues)							
NEPSY-II Memory for Faces Total Score			(7)				
Spatial Locations with Motor Response (no Contextual Cues)							
WRAML3 Finger Windows				(9)			
Picture or Symbolic (with Contextual Cues)							
WRAML3 Picture Memory			(7)				
● Commission Errors	≤ 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	*Standardization Sample Base Rate = ≤ 15%*						
● Phonological Errors	*Standardization Sample Base Rate = ≤ 15%*						
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)				
NEPSY-II Memory for Designs Delayed Total		(5)					
● Delayed Content			(6)				
● Delayed Spatial	(3)						
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				
Verbal-Visual Associative Learning							
NEPSY-II Memory for Names Total				(8)			
WISC-V Immediate Symbol Translation			85				
Verbal-Visual Associative Delayed Recall							
NEPSY-II Memory for Names Delayed Total			(6)				
NEPSY-II Memory for Names and Memory for Names Delayed Total Score			(7)				
WISC-V Delayed Symbol Translation		78					
Verbal-Visual Associative Delayed Recognition							
WISC-V Recognition Symbol Translation				90			

Cognitive Processes: Executive Functions

Executive Functions	Severe	Moderate	Mild	Not Observed

Flexibility in Thinking Difficulties						
Does not seem to hear anything else while watching TV.				M T		
Planning Difficulties						
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 learning new concepts or activities.				M T		
Frequently loses track of possessions.			M	T		
Behavioral/Emotional Regulation Difficulties						
Does not seem to think before acting.				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)					
● **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)			
● **Errors**				51 - 75%			
○ **Novel Sort Errors**				51 - 75%			
○ **Repeated Sort Errors**				51 - 75%			
WISC-V Similarities				(9)			

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)		
Visual Deductive and Inductive Reasoning							
WISC-V Matrix Reasoning				(11)			
WISC-V Picture Concepts				(10)			
Quantitative Reasoning							
WISC-V Figure Weights				(10)			

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)					
● **Errors**	< 2%						

○ **Uncorrected Errors**				*26 - 50%*	
○ **Self-Corrected Errors**		*2 - 5%*			

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	
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			
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)			
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			
WRAML3 Sentence Memory				(8)			
Attentional Capacity for Stories (Even more Contextual Meaning) with Verbal Response							
NEPSY-II Narrative Memory Free Recall		(5)					
WRAML3 Story Memory			(6)				

Behavior Assessment System for Children, Third Edition (BASC-3) - Ratings of Attention						
	Average		At-Risk		Clinically Significant	
Scale	**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 (61) (57-65)			

		T (55) (50-60)				
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
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)				
TAPS-4 Number Memory Reversed				(10)			
WISC-V Arithmetic				(8)			
WISC-V Digit Span Backward				(9)			
WISC-V Digit Span Sequencing				(11)			
WISC-V Letter-Number Sequencing			(7)				
WRAML3 Verbal Working Memory				(8)			
Visual Working Memory							
WISC-V Picture Span				(8)			
WRAML3 Visual Working Memory		(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				

			M T	
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)					
WISC-V Symbol Search				(8)			
Naming Fluency							
FAR Rapid Automatic Naming (RAN)				92			
NEPSY-II Inhibition Naming Combined	(2)						
● **Completion Time**		(5)					
● **Naming Errors**	< 2%						
○ **Uncorrected Errors**				26 - 50%			
○ **Self-Corrected Errors**		2 - 5%					
NEPSY-II Speeded Naming Combined			(7)				
● **Completion Time**			(7)				
● **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)	
Semantic Fluency							
FAR Verbal Fluency					120[1]		
NEPSY-II Word Generation Semantic Total				(11)			
WIAT-4 Oral Expression Oral Word Fluency					115		

[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				
Reading Fluency: Rapid Phonological Decoding							
FAR Isolated Word Reading Fluency			86[1]				
FAR Oral Reading Fluency			81[1]				
FAR Irregular Word Reading Fluency				91[1]			
FAR Silent Reading Fluency Rate					111[1]		
WIAT-4 Decoding Fluency				105			
WIAT-4 Oral Reading Fluency				94			
Reading Fluency: Rapid Morphological Decoding							
FAR Morphological Processing			85[1]				
Writing Fluency							

Instrument – Subtest: Description	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Superior
● WIAT-4 Sentence Writing Fluency			84				
Mathematical Fluency							
WIAT-4 Math Fluency Composite			87				
● Math Fluency – Addition				90			
● Math Fluency – Subtraction			85				
● Math Fluency – Multiplication			83				

[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.

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)			

Acquired Knowledge: Language Abilities

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		

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			
● Expressive Vocabulary					117		
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				
● Auditory Comprehension				(9)			

● **Auditory Figure-Ground (Processing Oral Directions with background noise)**				(7)			
● **Processing Oral Directions (without background noise)**					(9)		
WIAT-4 Listening Comprehension					110		
● **Oral Discourse Comprehension**					105		
● **Receptive Vocabulary**						112	
Receptive Language with Nonverbal Motor Response							
NEPSY-II Comprehension of Instructions Total					(8)		

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
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[1]			
FAR Fluency Index				91[1]			
FAR Mixed Index				90[1]			
FAR Comprehension Index				92[1]			
FAR Total Index				90[1]			
WIAT-4 Dyslexia Index (4-12+)					111		
WIAT-4 Reading Composite				97			
Basic Reading Skills: Phonological Decoding							
FAR Nonsense Word Decoding				92[1]			
WIAT-4 Basic Reading Composite				106			
WIAT-4 Decoding Composite				105			
WIAT-4 Phonological Processing Composite				100			
WIAT-4 Pseudoword Decoding				110			
WIAT-4 Phonemic Proficiency				102			
WIAT-4 Word Reading				93			
Basic Reading Skills: Orthographic Coding (taps immediate and working memory)							
FAR Orthographical Processing				99[1]			
Reading Comprehension Skills							
FAR Semantic Concepts				93[1]			
FAR Silent Reading Fluency - Comprehension			88[1]				

[1] Based on grade norms not age norms.

Acquired Knowledge: Written Language Achievement

Academic Functions: Writing	Severe	Moderate	Mild	Not Observed

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: 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				
Expository Composition							
WIAT-4 Sentence Composition				97			
• Sentence Building				92			
• Sentence Combining				104			
WIAT-4 Essay Composition			88				
Orthographic Spelling							
WIAT-4 Spelling			86				

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	
Mathematics: Verbal Difficulties				
Difficulty with retrieval of basic math facts.		M	T	
Difficulty solving story problems.		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			
Mathematical Calculations							
WIAT-4 Numerical Operations			88				
Mathematical Reasoning							
WIAT-4 Math Problem Solving				107			

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)			
● 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%			

Behavior Assessment System for Children, Third Edition (BASC-3) - Ratings						
	Average		At-Risk		Clinically Significant	
Scale	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)					