

Understanding Assessment Reports



Take a deep dive into understanding the contents of Psycho-Educational Evaluations

Learn about the process used to determine special education eligibility and develop the information on which an Individualized Education program (IEP) is developed.

Matrix Parent Network

We **empower** families of children with special needs to successfully understand and access the systems that serve them.

We want **you** to become successful advocates and role models for your children.



Matrix Parent Network & Resource Center

Federal Parent Training & Information Center

designated by the *Office of Special Education, US Department of Education*

serving families of children birth through 26 in

Alpine, Amador, Butte, Colusa, Glenn, Lake, Lassen, Marin, Mendocino, Modoc, Napa,
Shasta, Sonoma, Solano, Sutter, Tehama, Yolo and Yuba counties

California Family Resource Center

designated by *CA Department of Developmental Services,*

serving families of infants and toddlers in Marin, Sonoma and Solano

California Family Empowerment Center

designated by *CA Department of Education*

serving the underserved in Napa, Solano and Sonoma Counties

Matrix Parent Network & Resource Center

This workshop was developed in part under a grant from the US Department of Education, the Office of Special Education and the California Department of Education.

Matrix is grateful for the Federal and State funding it receives, but it's not enough. We rely on other grants and on donations from people like you!

Help Us Help You: Donate

You will leave here knowing:

- ✓ How to find evidence for your child's strengths and needs in the assessment text,
- ✓ How to interpret the data from cognitive and academic tests, and
- ✓ How to use this information to support the development of goals, accommodations, services and placement for you child.



We want you to be able to:



- Communicate your child's needs to the IEP team,
- Support your views with evidence from the assessments, and
- Engage in meaningful discussion of needs during an IEP meeting.

What goes into assessments?

Testing done at school might include:

- Cognitive (IQ) tests
- Academic skills tests
- Behavior questionnaires/rating scales
- Testing by speech and language therapist or other specialists



Assessment Plan

Description of evaluation procedures, tests, records, or reports used in deciding to propose this assessment:

The district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present levels of academic performance and functional achievement. Your child will be assessed in all areas of suspected disability as needed.* To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the local educational agency (LEA)/district. *Tests and procedures conducted pursuant to these assessments may include, but are not limited to, classroom observations, rating scales, interviews, record review, one-on-one testing, or some other types or combination of tests.

Evaluation Area	Examiner Title
<input type="checkbox"/> Academic Achievement These assessments measure reading, arithmetic, oral and written language skills, and/or general knowledge	
<input type="checkbox"/> Health Health information and testing is gathered to determine how your child's health affects school performance	
<input type="checkbox"/> Intellectual Development These assessments measure how well your child thinks, remembers, and solves problems.	
<input type="checkbox"/> Language/Speech Communication Development These assessments measure your child's ability to understand and use language and speak clearly and appropriately.	
<input type="checkbox"/> Motor Development These assessments measure how well your child coordinates body movements in small and large muscle activities. Perceptual skills may also be measured.	
<input type="checkbox"/> Social Emotional/Behavior These assessments indicate how your child feels about him/herself, gets along with others, takes care of personal needs at home, school and in the community.	
<input type="checkbox"/> Adaptive Behavior These assessments indicate how your child takes care of personal needs at home, school and in the community.	
<input type="checkbox"/> Post-Secondary Transition These assessments provide information related to transition training, education, employment, and where appropriate, independent living skills.	
<input type="checkbox"/> Other _____	
<input type="checkbox"/> Alternative Means of Assessment (Describe alternative methods of assessing the child, if applicable) _____	

What goes into assessments?



Assessment reports often include various tests done by “experts,” but testing is not the only way that a students’ strengths and weaknesses are evaluated.

What goes into assessments?

Other sources of assessment information:

- Reports provided by parents
- Behavior & attendance records
- Review of history/ past reports/ work samples
- Interviews: parent, student or professionals
- Standardized testing – (State Testing such as SBAC)
- Classroom testing and/or observations done by teachers or school psychologists



What goes into assessments?

The primary report is often labeled “*Psycho-Educational Evaluation.*”



It should include:

- History/background of your student
- Statement about validity of testing
- Discussion of strengths as well as weaknesses
- Recommendations & application to education

Reading the Report



Reading the Report

- Read through the report narrative
- Check for accuracy
- Ask yourself: “Does this sound like my child?”



Reading the Report

Its often a good idea to highlight information in the report.

Think about using 3 different colored markers.

Use one color for strengths, another for needs, and a third for parts you might not understand.



Teacher summary: loves singing and humming songs. During story time, he may appear uninterested or inattentive, but when staff misses turning a page or does not keep up with the audio, he gets very anxious and upset, jumps off his seat and makes sure that we are on the correct page. can also follow simple one-step directions such as clean up, sit down, come here, walk with me, etc.

is beginning to respond to adult greetings when provided with visual and hand cues. However, he is not yet able to point to body parts upon request, appropriately indicate 'yes' or 'no' in response to questions, or follow two-step directions in context.

Additional Information in the Area of Communication (T.FrankMS CCC-SLP):

The Functional Communication Profile: Revised (2003) is an informal instrument that looks at major skill categories of communication and targets practical skills individuals with developmental delays encounter daily. Performance is based on clinical judgment. The measure is not scored, but rather gives a level of impairment. level of impairment as measured by this instrument is *severe*, or his skills are 2-3 years delayed compared to typical peers.

- Sensory/Motor:** demonstrates normal hearing and adequate auditory localization skills. His vision is functional and his visual tracking is adequate. eye contact is best with objects, while noted to be 'poor' with people in that he avoids eye contact most of the time. He can and will make eye contact rarely when engaged in positive social interactions around a preferred item. He has the following inappropriate behavior challenges; stereotyped repetitive motor mannerisms, prefers objects to persons, mouthing inedible objects, social isolation/withdrawal, echolalia, self-talk, tantrums, stimulus fascination, stimulus oversensitivity, poor sensory integration, restricted interests, poor safety awareness, compulsive or rigid, and easily agitated.
- Attentiveness:** attention span is 'fair'; it varies with his mood. He is 'frequently' distracted, however his distractibility does depends on the task. His alertness is adequate. He appears to disregard others. His response rate has mild to moderate delays. He is moderately aware of environmental events that are routine and occasionally aware of those that are novel or do not directly involve him. He is cooperative with some prompts and routine.
- Receptive Language:** understands best when others use phrase to short sentence length statements, when verbal language is supported with visuals and when given direct (rather than indirect) requests. His understanding of basic concepts is 'poor'. He appears to tune out those who are calling his name and will respond to attention commands most frequently with a physical prompt. He looks at pictures with interest and accepts objects presented spontaneously. He will give objects to the speaker with a gesture prompt, unless the object is a preferred item and then he will often need total assistance. He follows routine and environmental commands with visual and intermittent physical prompts. He will occasionally show understanding of nonverbal language (i.e. gestures, intonation changes). He is able to identify objects, photos, and symbols with limited items.
- Expressive Language:** is a limited verbal communicator. His current expressive level is single words with emerging phrases. He uses the following methods of communication; speech, facial expressions, actions, manipulation of others, body language, PECS and an activity schedule (see summary of communication/language sample below). His self-expression includes basic needs, preferences, echolalia and interests; however most of his self-expression outside of his use of PECS and some verbal language must be inferred by familiar caregivers. He demonstrates descriptive language in his rote naming, however his descriptive language does contain delayed echolalia. Specifically related to expressing choices, he will

The CELF Preschool – Second Edition: Descriptive Pragmatics Profile is a criterion referenced measure that looks at a variety of nonverbal communication skills and conversational routines and skills, as well as whether a child asks, gives and responds to information appropriately. had a total score of 38, which did not meet the criterion score for his age of greater than or equal to 68, suggesting inadequate communication abilities in context. will sometimes respond appropriately to a familiar person's facial expressions, gestures, tone of voice or nonverbally expressed rule. He will also sometimes appropriately use facial express, express nonverbal messages, communicate when playing with other children stay quiet when expected, maintain attention while another person speaks, ask for help from others, and stop a behavior when asked. He is not yet using appropriate tone of voice, initiating conversation on a regular basis, joining in play groups with familiar persons, demonstrating turn taking rules, using appropriate strategies for getting the attention of others, interrupting in an appropriate manner, using statements of appreciation/praise/apology, asking permission, offering help, asking questions when confused, or telling the details of an experience or story in the order they occurred.

Speech Production/Voice/Fluency

The Preschool Motor Speech Evaluation is criterion-based assessment of oral-motor and motor-speech skills in young children who are exhibiting significant speech delays. Information is gathered through direct elicitation and observation Interpretations of developmental levels are based on a checklist of skills and clinical judgment. Skills are recorded in terms of "developmental observations" (behaviors or conditions that are typical and expected at some point in a child's early development) or "diagnostic observations" (behaviors or conditions that are atypical in development).

Areas	Skill Development Previous Results 11/5/14	Skill Development Current Results 3/3/16	Developmental Description Current
Early Vocal and Language Development	12 months	18-24 months	severe delay
Examiner Observations	12 months	18 months*	-
Oral Imitation & Elicited Oral Motor Tasks	12 months	18-24 months	severe delay
Analysis of Speech Production Skills	18 months	24-36 months	moderate delay

*highest level on this measure

- Early Vocal and Language Development (section is a brief screening of vocal and language development):** Per parent report and observation, has an expressive vocabulary of at least 100 words and pictures. He shows emerging skills in using multi-word/symbol phrases.
- Examiner Observations (section is based on direct observations of the child at rest or during self-generated activity):** The following developmental observations were noted: is a nasal breather, he vocalizes in lengthy units, consonants are used in vocalizations, attempts imitation, accurately imitates sound, is consistently vocal throughout the day and uses familiar words consistently. The following diagnostic observations were noted: he uses a neutral pitch or can be monotone.
- Observations of Structures Important for Speech (section is an oral-peripheral examination):** All structures important for speech production appear to be within normal limits based on observation of structures at rest, when eating and during vocalizations.
- Oral Imitation and Elicited Oral Motor Tasks (section evaluates the effect of a various strategies and activities designed to elicit the most independent movement abilities):** imitated jaw and lip movements during the assessment. When this examiner would give him a directive to 'open his mouth' with a model, he looked slightly perplexed before imitating the movement with the corresponding sound. This was also true for lip rounding and lip retraction. It appeared to be a function of speech imitation practice rather than an inability to imitate oral motor movements with out sound.

Time between assessments is 16 months
Most recent assessment done when child was 4 yrs, 4 mo. or 52 months.

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Assessment Observations:

The school psychologist evaluated Sam at Middle School on four separate occasions in 2017. On each occasion Sam presented as a friendly, engaging and kind student. During the informal interview, Sam discussed school, his family, hobbies and friends. Sam reported that he finds Learning Center support helpful and would like to continue to receive services. During testing Sam's ability to sustain his attention was somewhat inconsistent; with the majority of tasks he was quite focused, other times he seemed to become overwhelmed and distracted by the amount of auditory information presented.

Sam consistently put forth his best effort and seemed highly motivated to perform to the best of his ability. On verbal tasks, Sam appeared to have some word finding difficulty. This difficulty might be related to second language issues and/or lingering challenges with expressive language. Positively, when allowed additional processing time, Sam often came up with the correct word. Sam was highly responsive to corrective feedback. During some of the memory tasks, Sam utilized strategies such as sub-vocalization, which seemed to improve his performance. Despite some of Sam's challenges, the current assessment results in the areas of cognitive/intellectual processing; social/emotional development and behavioral functioning appear to be valid at this time.

The Education Specialists also made observations of Sam's behavior during the *WIAT-III*, *KeyMath3* and *Tests of Written Language-4* assessments. Sam was familiar with the assessors. His conversational proficiency seemed typical for his age level. He was cooperative throughout the examination. However, although Sam appeared at ease and comfortable during the examination, he did seem slightly distracted / restless at times. Yet, he generally responded promptly to test questions, appearing to be trying his best during all subtests. As such, the current assessment results appear to provide an accurate estimate of Sam's overall academic ability.

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Activity #1

<https://forms.gle/mm2Pt9DYyYkDu3Pb9>

Sample Assessment Language

Please read this paragraph from a psychologist's assessment report, and pick out three words or phrases that indicate a need that should be addressed in the IEP.

Sam presented as a friendly, engaging and kind student. He discussed school, his family, hobbies and friends. During testing his ability to sustain his attention was somewhat inconsistent; with the majority of tasks he was quite focused, other times he seemed to become overwhelmed and distracted by the amount of auditory information presented. On verbal tasks, Sam appeared to have some word finding difficulty. When allowed additional time, he often came up with the correct word. He was highly responsive to corrective feedback. During some of the memory tasks, he utilized strategies such as sub-vocalization, which seemed to improve his performance. He was cooperative throughout the examination. Although he appeared at ease during the examination, he did seem slightly distracted and restless at times.

Check all that apply.

	Strength	Need	Not relevant	I don't understand what this means
engaging and kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ability to sustain attention inconsistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
quite focussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
overwhelmed and distracted by auditory information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cooperative during examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
some word finding difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
responsive to feed back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
utilized strategies such as sub-vocalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Understanding Scores



Understanding Scores

Scores, depending on the specific test, can be reported in:

- Percentiles
- Standard Scores
- Scaled Scores
- Grade Equivalent
- Age Equivalent
- T scores



Overall Intellectual Ability

The Wechsler Intelligence Scale for Children –Fifth Edition (WISC-V) was utilized to measure 's general thinking and reasoning abilities.

Scale	Composite Scores	Percentile Rank	95% Confidence Interval	Classification
Verbal Comprehension Index (VCI)	95	37	89-102	Average
Visual Spatial Index (VSI)	100	50	94-106	Average
Fluid Reasoning Index (FRI)	106	66	100-112	Average
Working Memory Index (WMI)	85	16	80-93	Low Average
Processing Speed Index (PSI)	86	18	80-95	Low Average
General Ability Index (GAI)	97	42	92-102	Average

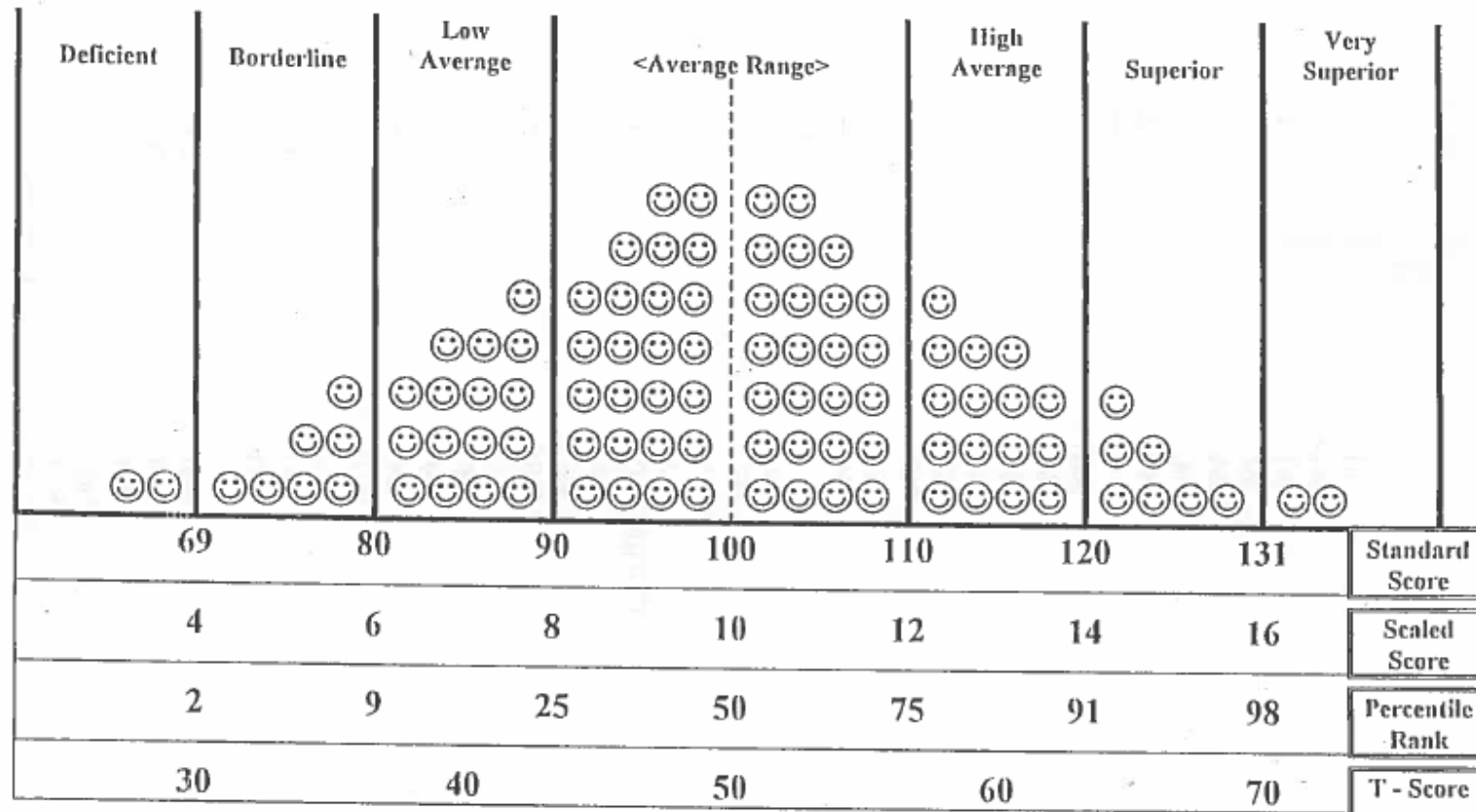
Subtests	Scaled Score	Percentile	Classification
Similarities	10	50	Average
Vocabulary	8	25	Average
Block Design	7	16	Low Average
Visual Puzzles	13	84	High Average
Matrix Reasoning	13	84	High Average
Figure Weights	9	37	Average
Digit Span	7	16	Low Average
Picture Span	14	91	High Average
Letter-Number Sequencing	9	37	Average
Coding	8	25	Average
Symbol Search	7	16	Low Average



Cognitive Testing

What do the numbers mean?

Classification Ratings Corresponding to Standard Scores,
Scaled Scores, Percentile Ranks and T-Scores

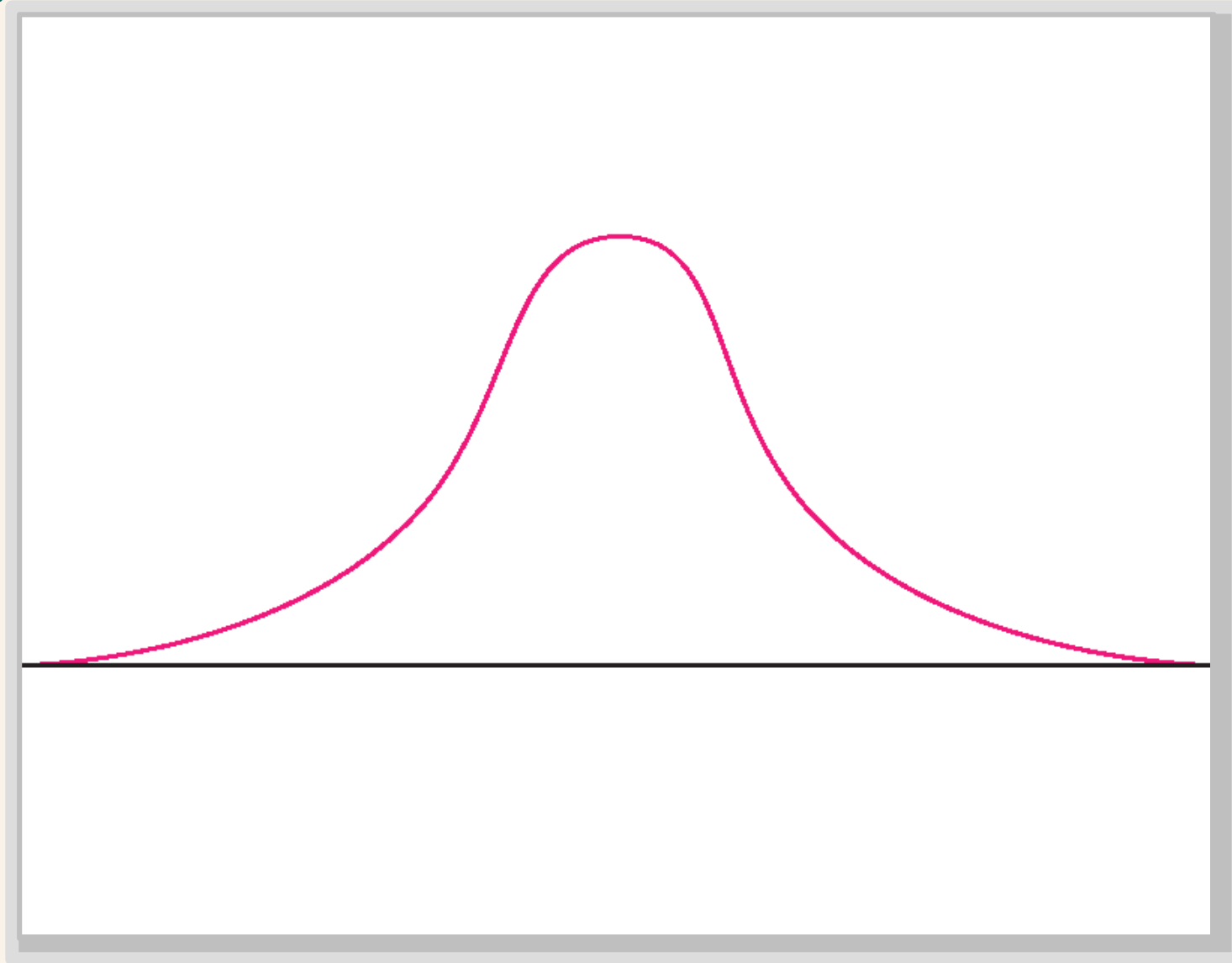


Conversion Table

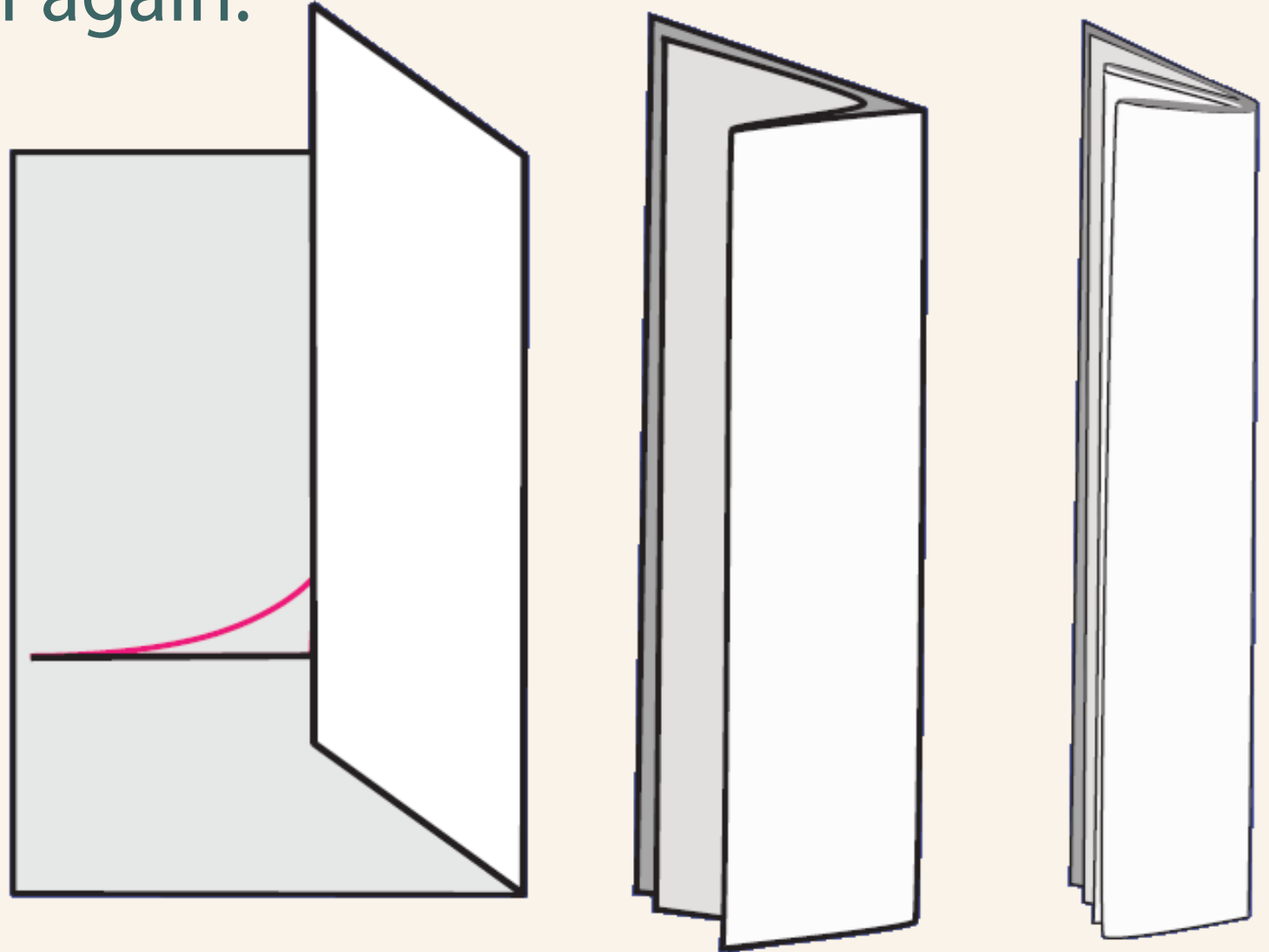
Standard Score	Percentile Rank
145	>99
140	>99
135	99
130	98
125	95
120	91
115	84
110	75
109	73
108	70
107	68
106	66
105	63
104	61
103	58
102	55
101	53
100	50
99	47
98	45

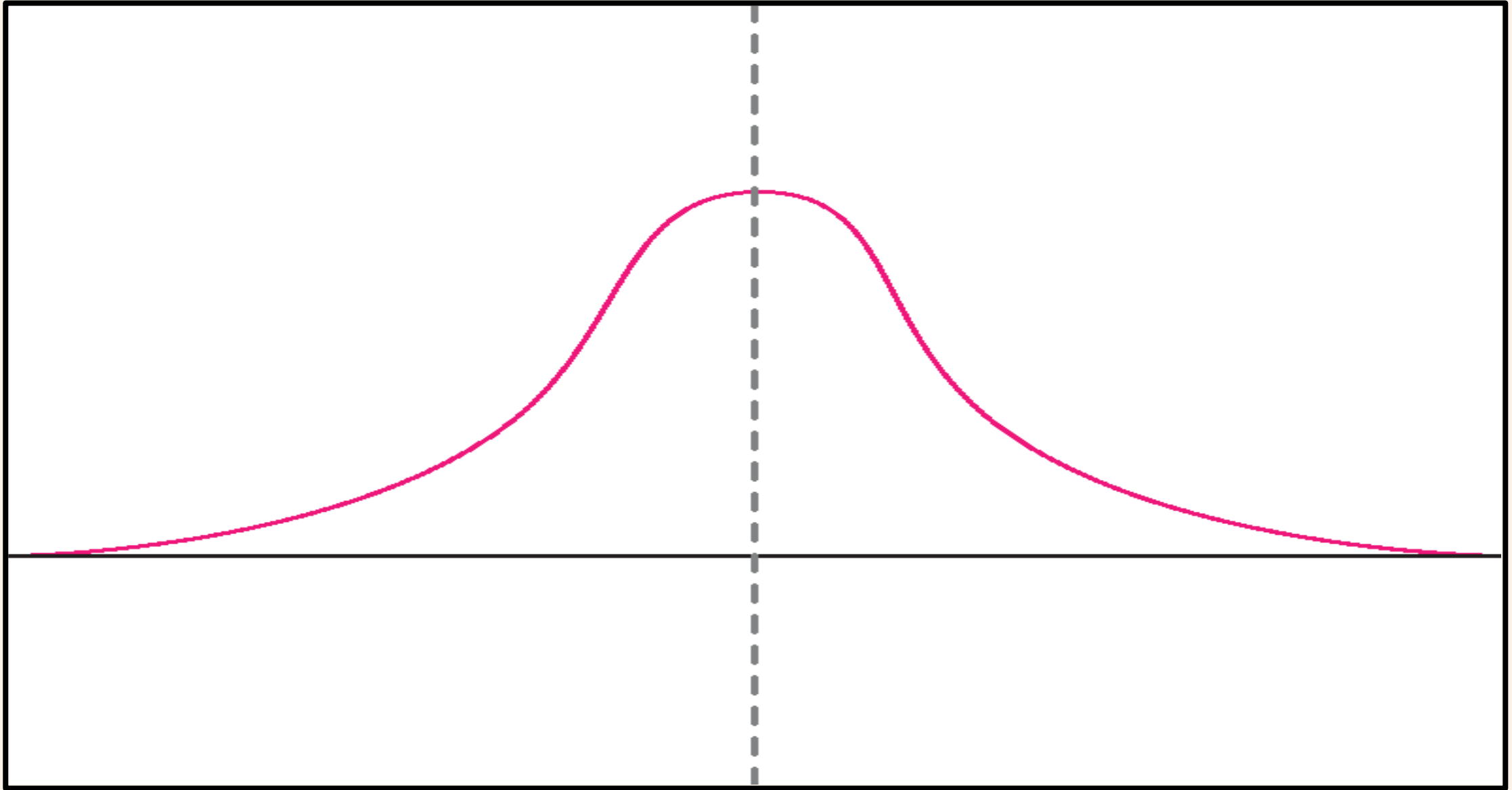
Standard Score	Percentile Rank
98	45
97	42
96	39
95	37
94	34
93	32
92	30
91	27
90	25
89	23
88	21
87	19
86	18
85	16
80	9
75	5
70	2
65	1
60	<1
55	<1

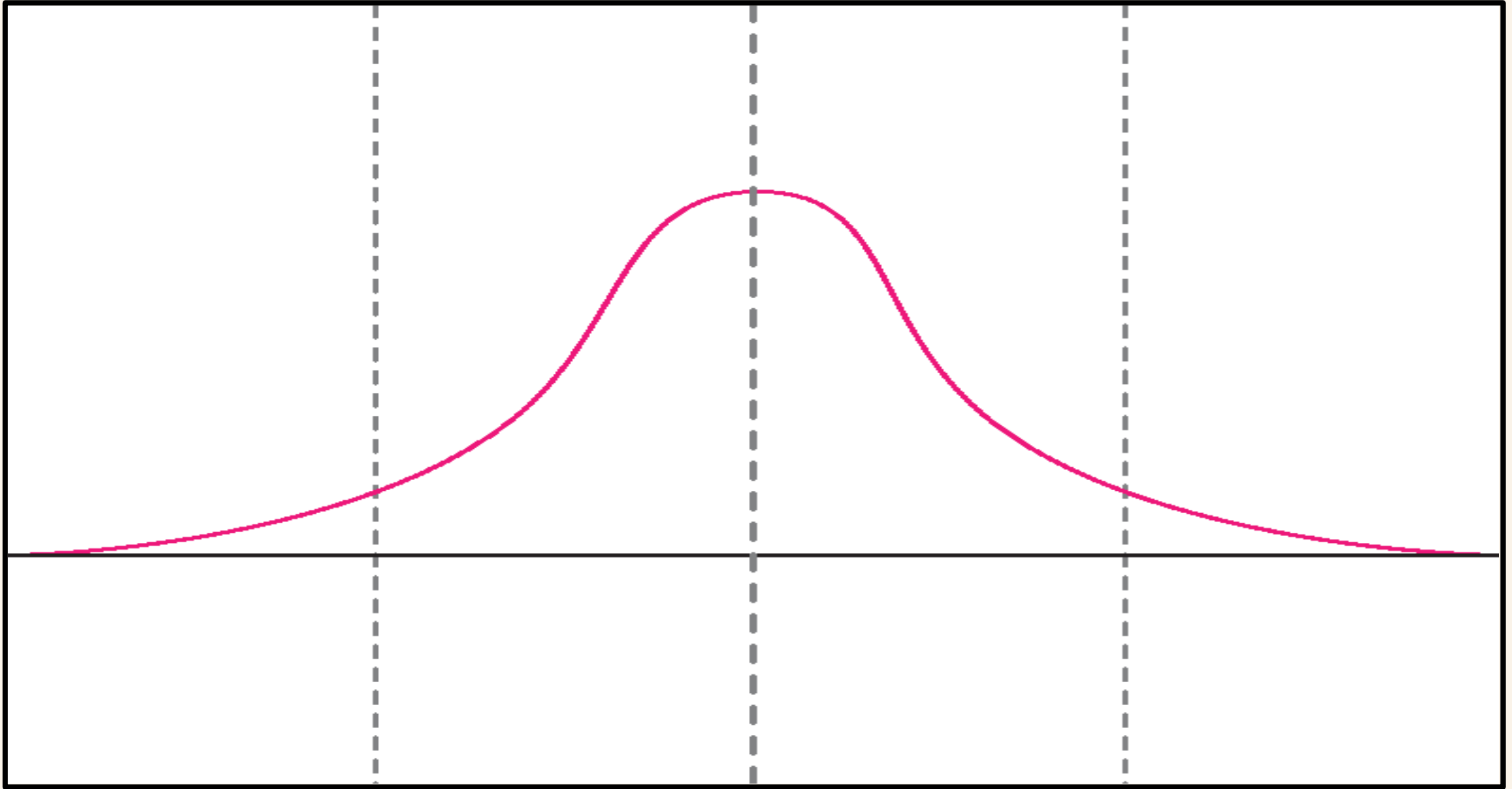
Thinking about the Bell Curve

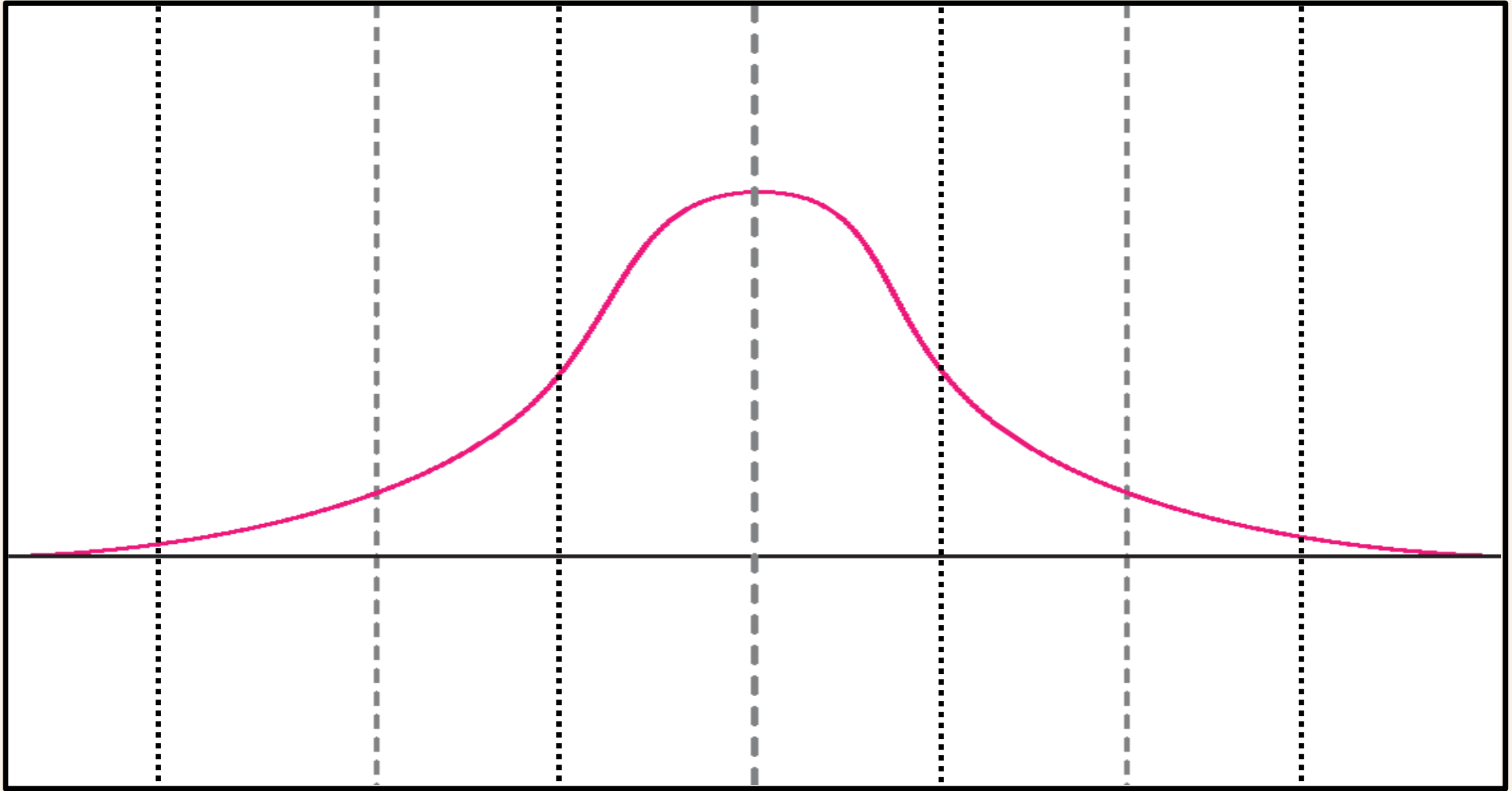


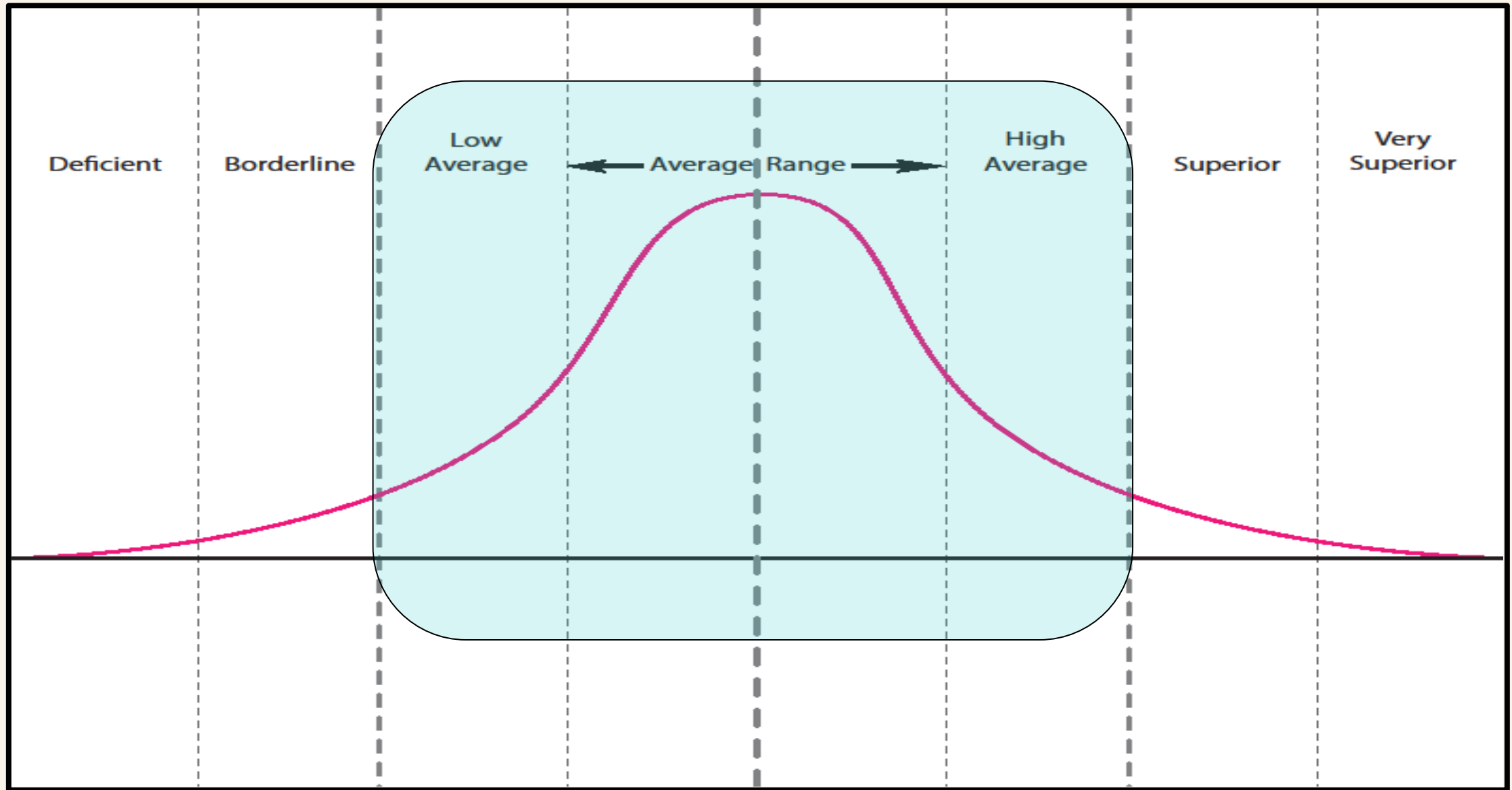
Fold the page in half, then fold it in half again,
and then fold it in half again.

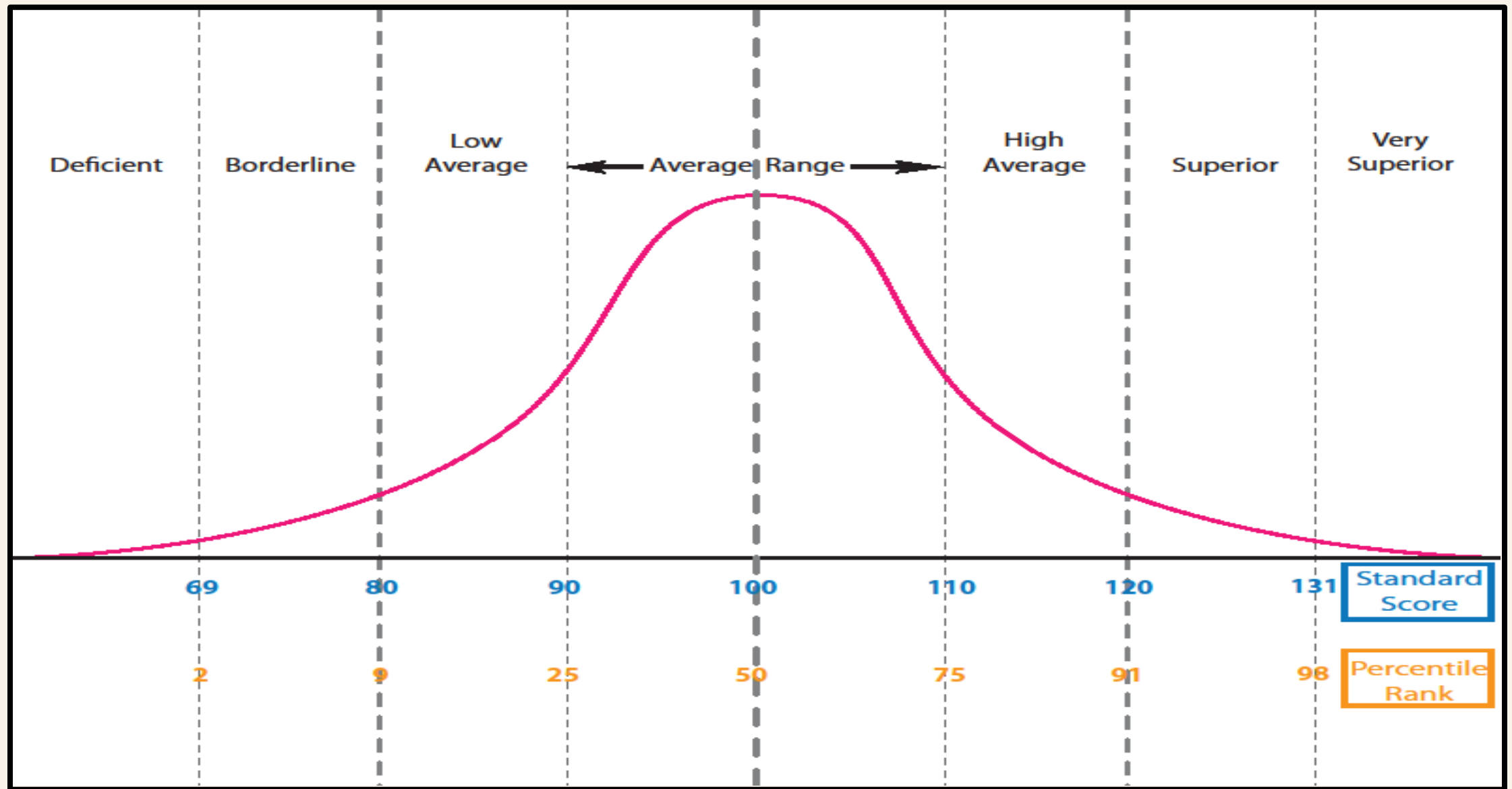


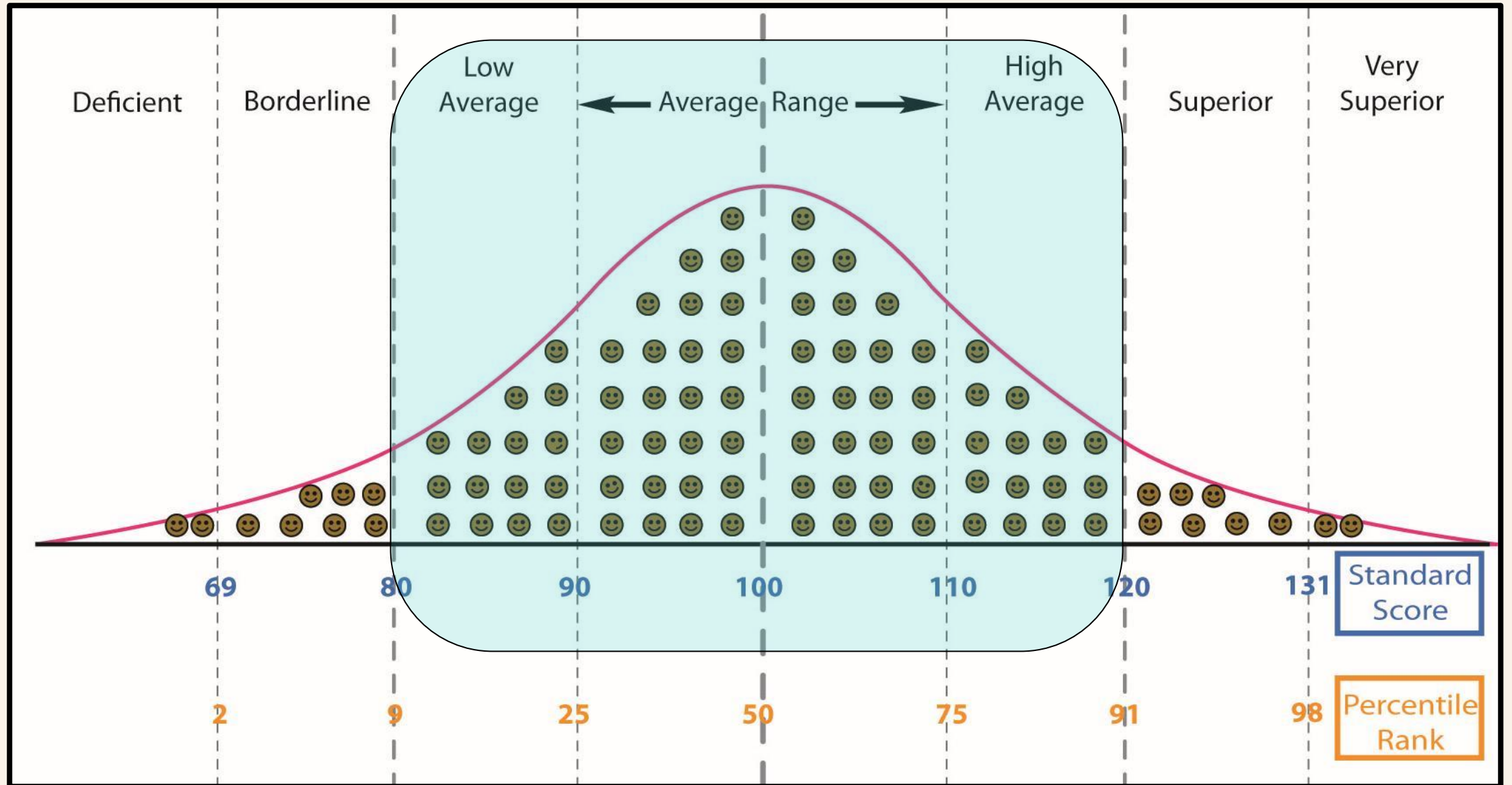












Conversion Table

Standard Score	Percentile Rank
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103	58
102	55
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98	45

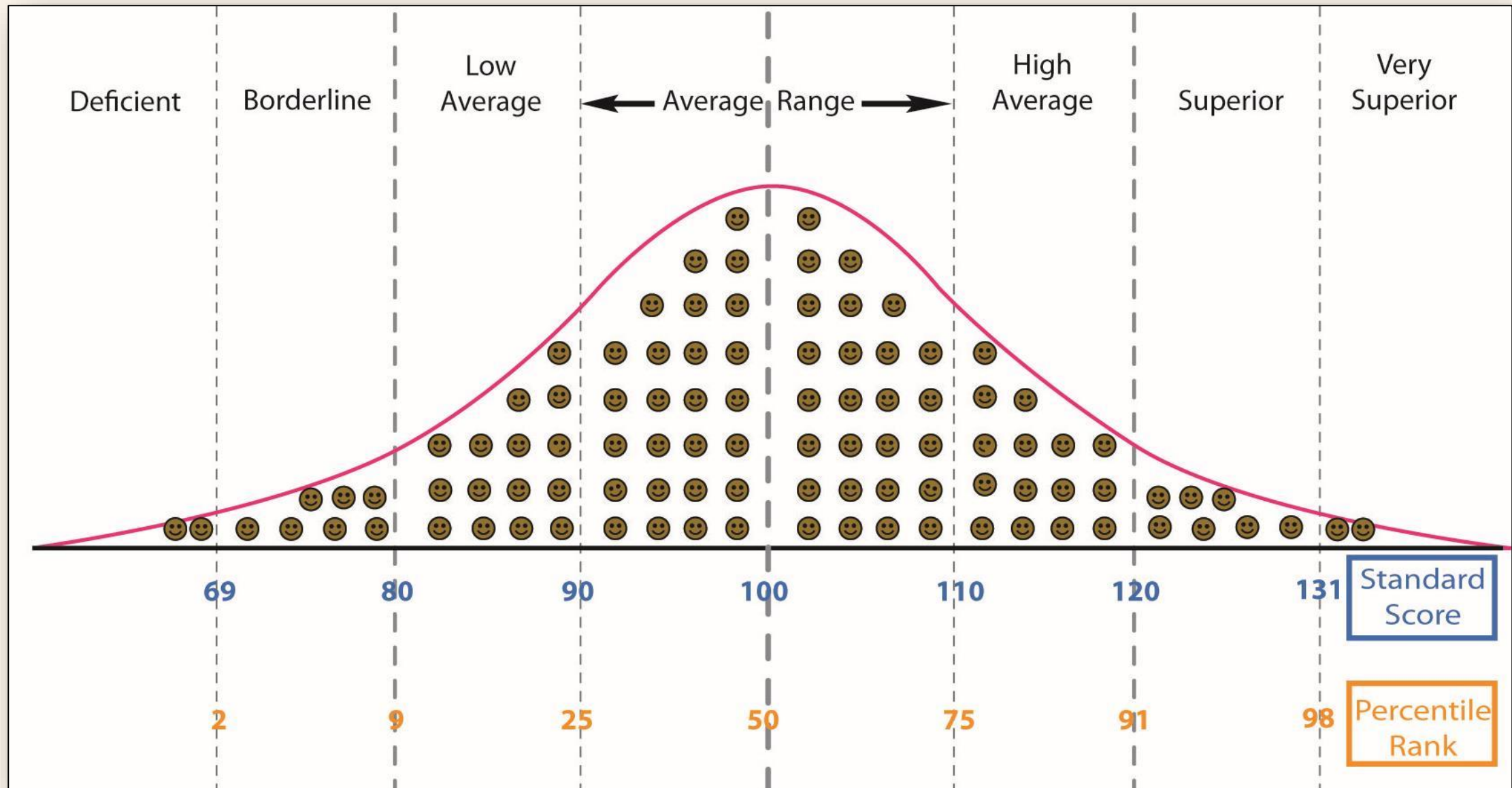
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88	21
87	19
86	18
85	16
80	9
75	5
70	2
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55	<1

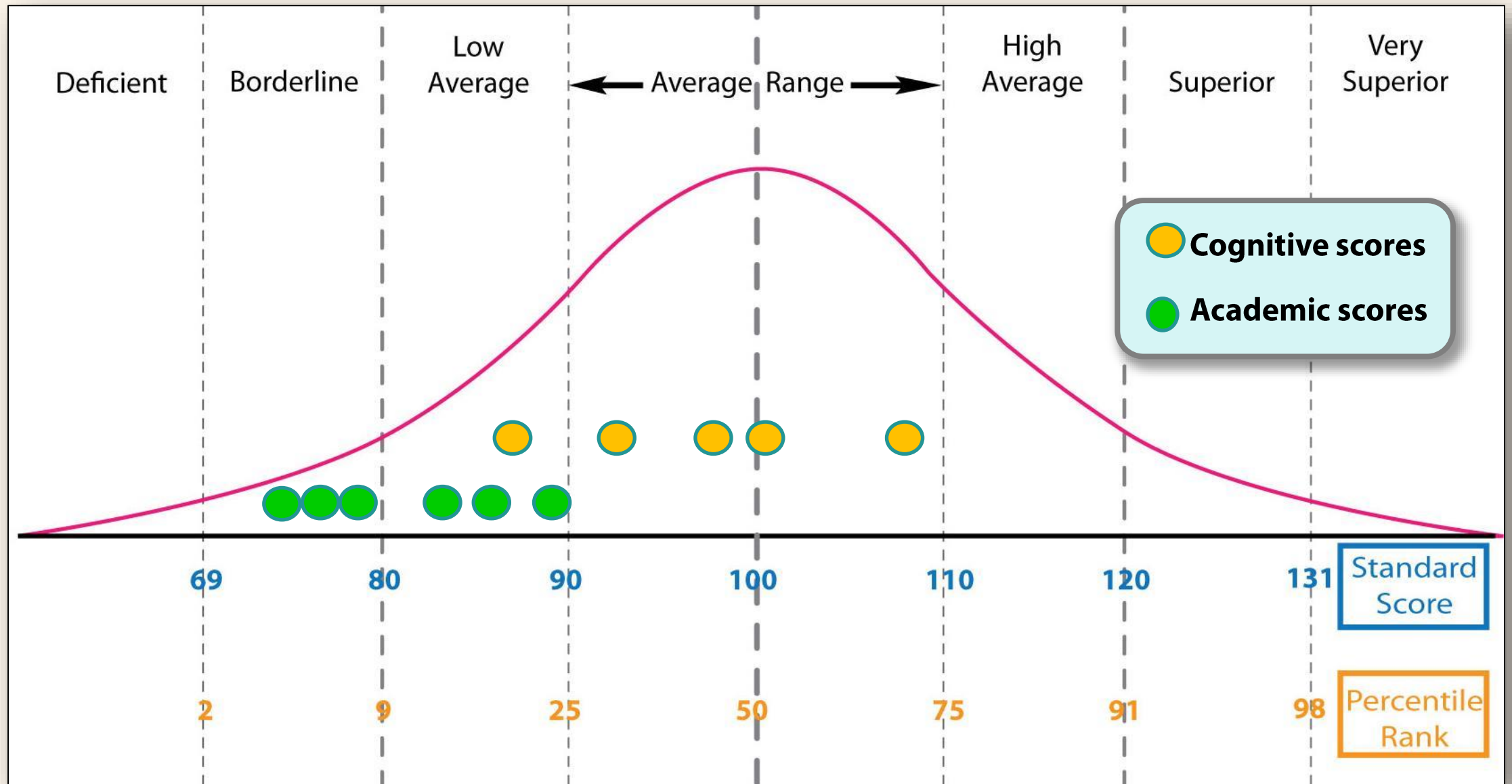
Activity 2:

Understanding Scores



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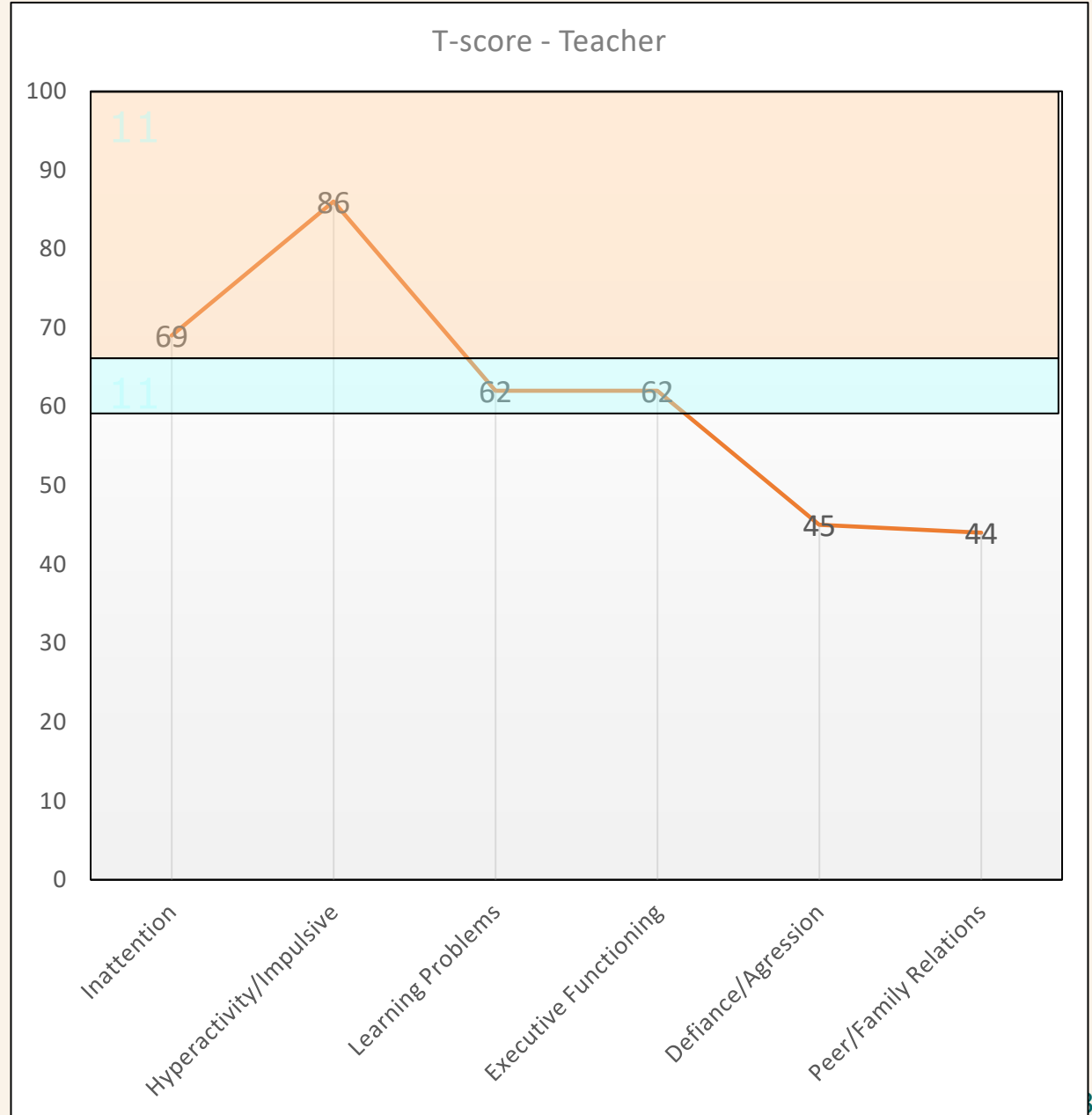
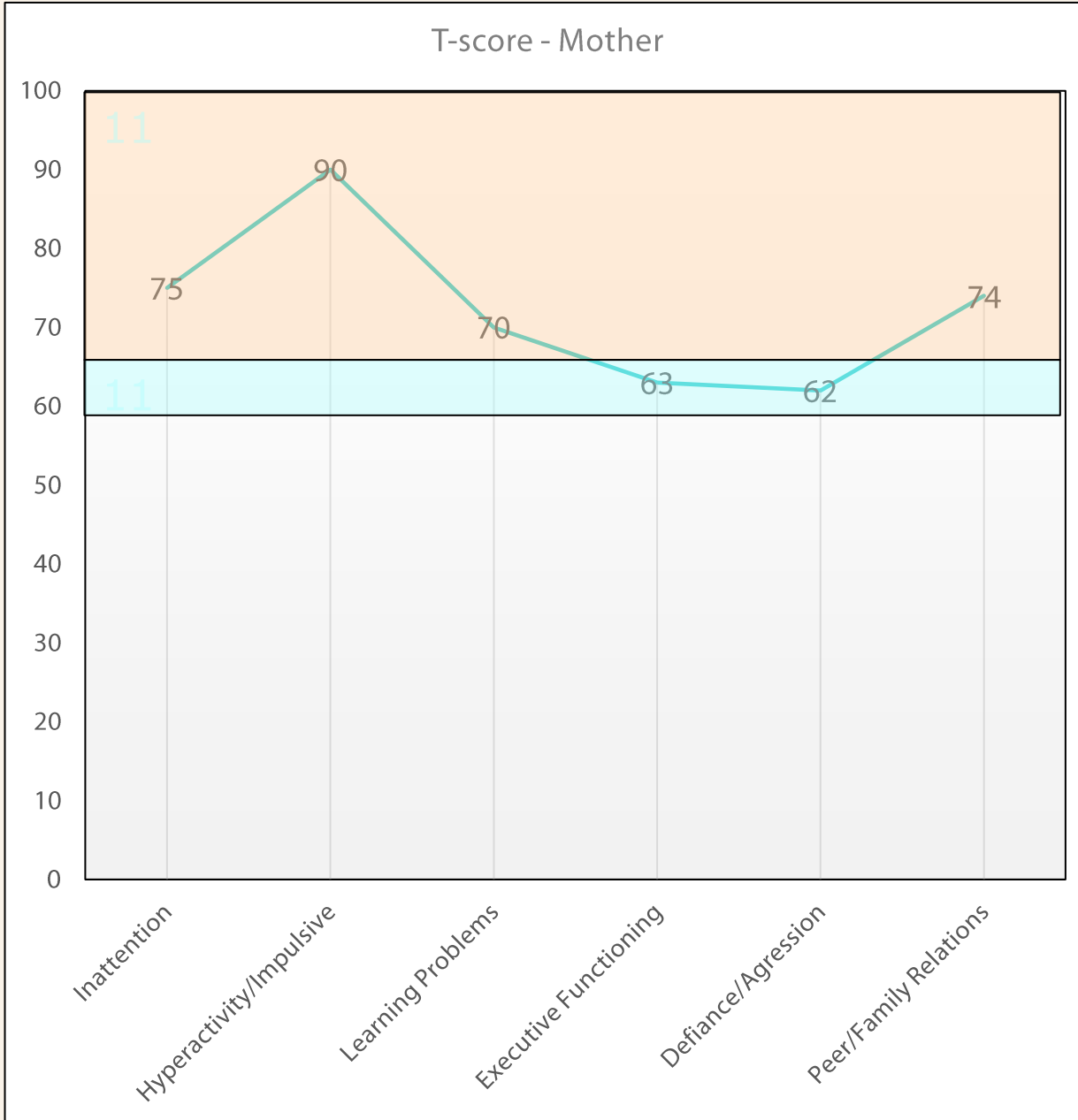


Understanding T-scores

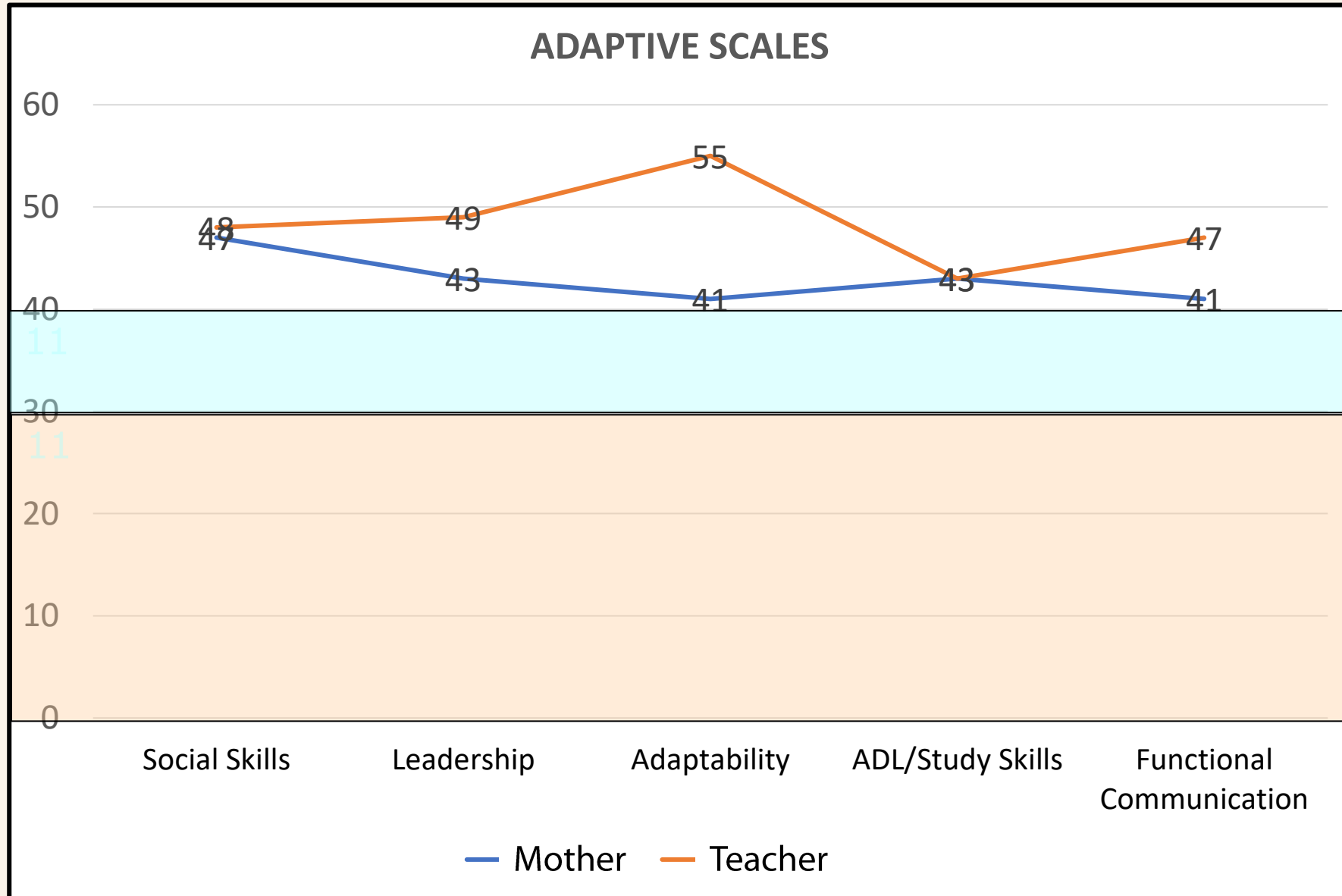
Rating Scales are used to evaluate Social/Emotional/Behavioral and Adaptive development. Results are shown as T-scores.

<i>Conners Rating Scale Third Edition SCALE/INDEX</i>	<i>T-SCORE: Mother: Mrs. Llerena</i>	<i>T-Score: Teacher: Ms. Nott</i>
Inattention	75	69
Hyperactivity/Impulsive	90	86
Learning Problems	70	62
Executive Functioning	63	62
Defiance/Aggression	62	45
Peer/Family Relations	74	44

T – Scores



T-Scores – Adaptive Scales



Keeping perspective

- A child is more than an assessment, life is more than school.
- Make strengths more important than weaknesses.
- Living with ambiguity – Needs can be complex or unclear even after assessment.



Closing Activity

Can you think of one important question you want to ask the school psychologist, speech therapist, Resource Teacher or others about what is concerning you most about your child's education?



Effective and Collaborative Communication



Remember the 3 Cs:
Communication
Cooperation
Collaboration

How to talk so schools will listen ... and listen so schools will talk



- Acknowledge and process your emotions.
- Focus on your child's needs.
- Listen & ask questions; repeat, reflect, and rephrase for clarification.
- Build on small agreements.
- Use humor and be appreciative; show respect.
- Be grateful and assume your IEP team is doing the best they can!

Begin Conflict Resolution at the Lowest Level

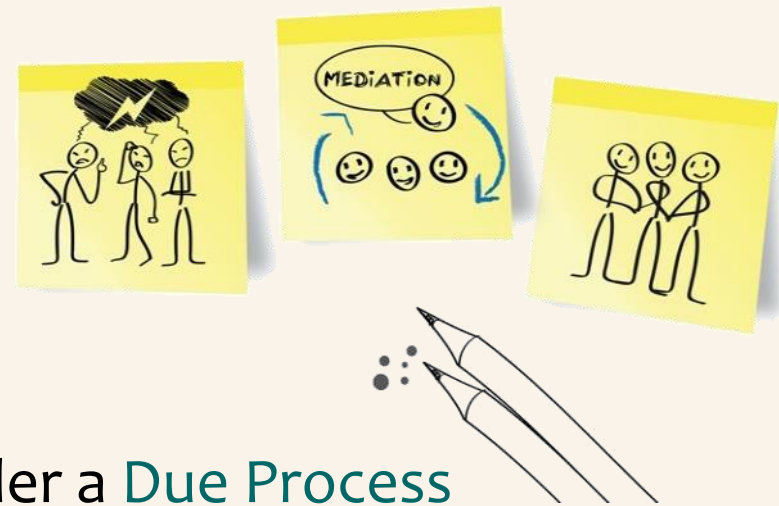
If you're having concerns or issues that effective communication, collaboration, and cooperation are not solving, be ready to climb the conflict resolution ladder.



Educate yourself as to your options: the [Center for Appropriate Dispute Resolution in Special Education](#) is a great place to start

Begin Conflict Resolution at the Lowest Level

- Call Matrix to discuss and strategize
- Connect with teacher, principal, district program manager, special education director
- Call an IEP meeting; consider a facilitated IEP meeting
- Consider Alternative Dispute Resolution or Mediation
- If necessary, file a [State Compliance Complaint](#) or consider a [Due Process Complaint with the Office of Administrative Hearings](#)



Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead





Want to find out what's new in Special Education?

Want to get involved?

Want to make a change?

Consider joining your local school district's
Community Advisory Committee (CAC)

[Find out about CACs in counties we serve](#)

[Find out about SELPAs in the counties we serve](#)



Other ways parents can be involved:

Volunteer opportunities at school: in the classroom, PTA, special ed PTA, attend school site council and school board meetings

Investigate the [CA Special Education Advisory Commission](#) and the [CA State Department of Education Board](#)

Lead by example and encourage your child to get involved!

The Gift of Self-Advocacy

“Nothing About Us Without Us”

- James Charlton

“Expresses the conviction of people with disabilities that they know what is best for them”

Short videos:

[Self-Advocacy: Find the Captain in You!](#)

[10 Self-Advocacy Tips for Young People with Disabilities - for Youth by Youth](#)

[I'm Determined \(VA Dept of Ed\)](#)

[CADRE Student-Led IEPs \(from DC\)](#)

[Whose Future Is It Anyway?](#)

[CADRE Self-Determination Series](#)

[Parent Center Hub Self-Advocacy](#)

[Dude, Where's My Transition Plan](#)

[Understood.org: Self-Awareness Worksheets](#)

[Understood.org: Self-Awareness Resources](#)

[Learn with Two Rivers Student-Led IEPs](#)



Questions

**The ability to ask
the right question is
the single most
important skill!**



Matrix is grateful for the Federal and State funding it receives, but it's not enough. We rely on other grants and on donations from people like you!

[Help Us Help You: Donate](#)