

## Writing Instructionally Relevant Reports

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1. List at least five categories of information that should be included in an evaluation report. For example, two categories of information that should be included are “identifying information” and “reason for referral.” (List 5 additional categories.)

**ANSWERS: (Any 5 below or other reasonable category. Wording may vary)**

- Assessments Administered or Tests Administered and Procedures Used
  - Background Information (Family, Health, Social, Educational)
  - Previous Evaluations and Results
  - Classroom Observations
  - Behavioral Observations
  - Cognitive Results
  - Achievement Results
  - Test Results or Current Test Results
  - Interpretation or Diagnostic Impressions
  - Summary or Summary and Conclusions
  - Recommendations
2. Read each statement and decide if it is True or False. (Write T or F in the blank.)
    - a. Reports should allow the reader to obtain a comprehensive picture of the student.   T
    - b. Reports should not include specific information about the types of errors the student makes.   F
    - c. Results from different evaluators involved in the case should be presented in an integrated fashion.   T
    - d. All scores provided by the test should be included in the report.   F
    - e. Reports should include instructional recommendations based on the findings.   T
    - f. Reports should integrate information from the classroom, the parents, and the evaluations.   T
  3. What is the instructional implication for an individual whose decoding skills are lower than his reading comprehension?

**ANSWER:** Instruction should focus at the symbolic level of reading – phoneme-grapheme knowledge, phonemic awareness, word recognition skills.

4. What is the instructional implication for an individual whose reading comprehension skills are lower than her decoding skills?

**ANSWER:** Instruction should focus on building vocabulary and teaching comprehension strategies.

5. What is the instructional implication for an individual who works slowly but accurately on a task?

**ANSWER:** Individual needs more time or shorter assignments or both.

6. What is the instructional implication for an individual who has limited oral language?

**ANSWER:** Individual will have difficulty with most academic areas. Instruction must focus on building language skills and vocabulary.

7. What cognitive ability might be related to difficulty with learning sounds and symbols?

**ANSWER:** phonemic awareness or auditory processing-Ga, or associative memory (long-term retrieval or Glr) or both

8. What cognitive ability might be related to difficulty with math problem solving?

**ANSWER:** Fluid Reasoning/Gf---other abilities might be verbal ability/Gc or working memory

9. If a student has low processing speed, what academic areas may be impacted?

**ANSWER:** All aspects of fluency (reading, writing, math, oral) may be impacted, performance on speeded tasks/tests, can impact all new learning.

10. Write one paragraph for Jason, a 4<sup>th</sup> grader, with the information below.

<i>(Grade Norms Used)</i>	<b>GE</b>	<b>Easy</b>	<b>Diff</b>	<b>RPI</b>	<b>PR</b>	<b>SS (+/-1SEM)</b>
<b>Basic Math Calculation Skills</b>	<b>1.7</b>	<b>1.5</b>	<b>1.9</b>	<b>1/90</b>	<b>1</b>	<b>63 (57-69)</b>
Calculation	1.9	1.7	2.1	0/90	1	65 (60-69)
Math Fluency	1.4	1.2	1.6	2/90	2	70 (61-79)

Observations: counted on fingers, did not attend to signs-especially on the timed test math fluency, did not attempt problems that were more difficult, does not understand regrouping, may not understand place value

**ANSWER: (Wording may vary. Must include more than SS information.)**

Jason is a fourth-grade student experiencing difficulty with basic math skills. Compared to other fourth graders, Jason's math calculation skills and fluency with math facts are in the very low to low range. He is the bottom one percent of grade mates in calculation and in math fluency he is in the bottom two percent. Jason's proficiency on these math tasks is negligible compared to average grade-mates. He will find grade-level instruction very difficult as he is operating in a mid-first to beginning second grade range in basic math skills. Jason lacked automaticity with even single-digit facts, often counting on his fingers before answering. He did not attend to signs, especially on the timed test. Jason appears to lack understanding of place value which contributes to his difficulty with problems requiring regrouping.