

## 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.)

PRE:

POST:

2. Read each statement and decide if it is True or False. (Write T or F in the blank.)
  - a. Reports allow the reader to obtain a comprehensive picture of the student. PRE\_\_\_\_\_ POST\_\_\_\_\_
  - b. Reports should not include specific information about the types of errors the student makes. PRE\_\_\_\_\_ POST\_\_\_\_\_
  - c. Results from different evaluators involved in the case should be presented in an integrated fashion. PRE\_\_\_\_\_ POST\_\_\_\_\_
  - d. All scores provided by the test should be included in the report. PRE\_\_\_\_\_ POST\_\_\_\_\_
  - e. Reports should include instructional recommendations based on the findings. PRE\_\_\_\_\_ POST\_\_\_\_\_
  - f. Reports should integrate information from the classroom, the parents, and the evaluations. PRE\_\_\_\_\_ POST\_\_\_\_\_
3. What is the instructional implication for an individual whose decoding skills are lower than his reading comprehension?

PRE:

POST:

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

PRE:

POST:

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

PRE:

POST:

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

PRE:

POST:

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

PRE:

POST:

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

PRE:

POST:

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

PRE:

POST:

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

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PRE:

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POST: