

Writing Instructionally Relevant Reports

Participant's Handout

NOTE: Please complete the Pre-Test for the Writing Instructionally Relevant Reports Module before continuing.

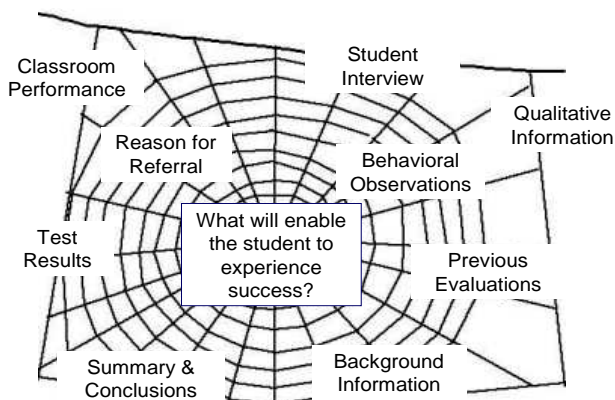
✓ Warm-Up: Thinking About Report Writing

- | | | |
|--|---------|--------|
| 1. I use a computer-generated form/report. | ___ Yes | ___ No |
| • If yes, I go beyond the spaces on the form. | ___ Yes | ___ No |
| • If no, I have my own format for reports. | ___ Yes | ___ No |
| • Other? _____ | | |
| 2. I integrate findings from other professionals. | ___ Yes | ___ No |
| • If no, who does this? _____ | | |
| 3. I include error analyses and observations. | ___ Yes | ___ No |
| 4. I include specific, instructional recommendations. | ___ Yes | ___ No |
| 5. I explain the scores that I include. | ___ Yes | ___ No |
| 6. My reports provide a good summary of the student's strengths and weaknesses. | ___ Yes | ___ No |
| 7. Someone reading my report would obtain a clear picture of the child's learning needs. | ___ Yes | ___ No |
| 8. The teacher will know exactly where to focus the child's instruction after reading my report. | ___ Yes | ___ No |

Report Writing Outline

1. Identifying Information
2. Reason for referral
3. Background information
4. Classroom observations
5. Previous evaluations and results
6. Tests administered & procedures used
7. Behavioral Observations
8. Test results
9. Summary and conclusions
10. Recommendations

Weave all information into a meaningful web.



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Full Individual Evaluation (FIE)

- Jane
- AGE: 5-9
- Grade: K
- Referred in January
- Evaluations in January/February

REASON FOR REFERRAL:

Jane was referred for a multi-factored evaluation by her general education teacher. Jane continues to lose ground despite intensive remediation and modifications to the delivery of instruction as well as accommodations in Kindergarten TEKS. She was tested to see if a disability exists that requires specially designed instruction through special education services.

- ✓ 1. Does it identify who referred the student?
- ✓ 2. Does it provide the reason for the referral and cite specific concerns?
- ✓ 3. Does it provide the purpose of the evaluation?

REASON FOR REFERRAL (continued):

Jane has vision and hearing impairments that were present at birth. Vision and hearing specialists were contracted with by the school district for accommodations in the regular classroom. The specialists also had a part in the educational evaluation of Jane. Accommodations were made to this evaluation to address the hearing/vision needs: the intelligence/achievement evaluation was not negatively impacted by her hearing/vision impairments.

- ✓ 4. Does this information belong in this section? If no, where should it be?

STANDARD PROCEDURES FOLLOWED?

Assessment of the student was conducted using standard assessment procedures for all tests. If NO, explain rationale. ____ Yes X No

The examiner used an amplification device for Jane's evaluation since she routinely gets the support in the classroom. That accommodation enabled this examiner to get a valid estimate of her abilities. Jane saw a low vision specialist and according to the doctor's report, Jane's vision is acceptable for close range vision tasks. Jane was allowed to get as close as she desired to the stimulus items in the evaluation.

- ✓ 5. Was the rationale explained clearly?

RESULTS AND INTERPRETATION: LANGUAGE (COMMUNICATION STATUS)

Jane's home language survey indicates she is an English monolingual speaker. According to her parents, Spanish is occasionally spoken in the home, but she communicates solely in English. An informal teacher screen indicated that Jane is below average in receptive and expressive language. The SLP evaluated Jane with CELF Preschool 2 and a Goldman Fristoe Articulation Test. According to the attached evaluation and disability report, Jane has a moderate expressive language disability and moderate impairments in articulation.

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- ✓ 6. How does this information relate to what we know from the referral information?

- ✓ 7. What questions do you have about Jane at this point?

RESULTS AND INTERPRETATIONS: PHYSICAL (INCLUDING MOTOR ABILITIES)

According to the health screen, Jane's hearing and vision was not within normal limits. Jane was seen by Dr. Smith for a low vision evaluation (report included). The report shows that although her vision is somewhat impaired, she is not low vision, or visually impaired according to federal regulations. A hearing specialist from the Region observed Jane and has made recommendations. She has not seen an audiologist at this point, but an appointment is being pursued.

According to the teacher/parent input, Jane's motor skills are underdeveloped. An OT/PT evaluation was completed on 1/25/06. At this time the Occupational Therapist feels that services are necessary for Jane to benefit from the educational process, however, the Physical Therapist's report indicates that PT is not necessary to benefit from education at this time.

- ✓ 8. What additional questions do you have about Jane now? (List at least 2)

HEALTH HISTORY: Yes No: Significant health history. If yes, specify:
According to parent report, Jane has had hearing and vision difficulties since birth. Jane has seen numerous doctors to see if there is a genetic link between the nystagmus and deformities on the right ear and hand.

Yes No This student appears to have one or more physical conditions which directly affect her ability to profit from the education process.
If YES, specify:
Hearing requires the use of an amplification device. Low vision is not indicated, but glasses are necessary to alleviate the nystagmus.

- ✓ 9. Summarize relevant information about Jane.
(May have bearing on her learning difficulties)

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SOCIOLOGICAL HISTORY

Jane was born in the United States. Information from teachers and parents suggest that she has had appropriate sociological experiences to benefit from the educational process.

Yes No Cultural and/or lifestyle factors
 Yes No Lack of previous educational opportunities

- ✓ 10. Are Jane's learning problems a result of cultural/lifestyle factors or lack of educational opportunity?

EMOTIONAL/BEHAVIORAL:

Information from parents concur with that from school personnel in that Jane demonstrates age-appropriate behaviors and emotions. Reports state that she gets along well with peers and family members. She generally appears happy and accepts responsibility for behavior. She adheres to classroom rules and demonstrates a respect for authority. According to the teacher screen, Jane does not always demonstrate thoughtful actions. She appears to be behind in self-help/independence skills.

- ✓ 11. What questions do you have based on this information?

INTELLIGENCE/ADAPTIVE BEHAVIOR

See attached Compuscore report. Jane's intelligence appears to be in the average range (GIA of 94). Hearing /Vision specialists reported that educational evaluation could be conducted using an amp device and allowing Jane to get close to the stimulus items. Verbal ability is in the below average range (77 SS), Thinking Ability is in the average range (102 SS), and Cognitive Efficiency is in the average range (96 SS).

- ✓ 12. What is known about Jane that may be relevant to her Verbal Ability score?

- ✓ 13. Formulate a sentence or two that integrates information listed in #12 with her Verbal Ability score.

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INTELLIGENCE/ADAPTIVE BEHAVIOR (continued)

On individual tests, Jane performed below average in Verbal Comprehension (77), an oral response test requiring knowledge of antonyms, synonyms, and analogies. She showed a personal strength in Visual-Auditory Learning (113), an oral response test analyzing retrieval abilities. All other scores were in the average range.

- ✓ 14. What is the instructional implication of Jane's performance on VAL?

ACADEMIC PERFORMANCE:

Report cards show a substantial lack of progress despite remediation and modifications. On the WJ III, Jane scored a 0 on Calculation, Math Fluency, Writing Fluency, Writing Samples, Story Recall-Delayed, Word Attack, Reading Vocabulary, and Spelling of Sounds. She was also below average in Letter-Word Identification and Spelling. According to the assessment, Jane is functioning significantly below same age peers, even with accommodations in the general classroom. See attached compuscore.

- ✓ 15. Does anything strike you about this information?

ASSISTIVE TECHNOLOGY:

The assistive technology screen indicated that Jane is not able to express herself adequately, hear or understand others, see to read chalkboard/books/computers, write adequately for school, or button or zip her clothes. To address these issues, Jane has been evaluated for speech, occupational therapy, low vision, and amplification devices.

The assistive technology needed include: Large print, amplification device

- ✓ 16. What is your reaction to this information?

- ✓ 17. What instructional recommendations would you make for Jane?

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Determining Instructional Implications & Unanswered Questions

	Proficiency Label	RPI	SS (+/-1SEM)	PR
1. BROAD READING	<i>limited</i>	27/90	74 (71-77)	4
BROAD MATH	<i>average</i>	87/90	96 (92-100)	40

✓ **Implication?** _____
Question? _____

	Proficiency Label	RPI	SS (+/-1SEM)	PR
2. BASIC READING SKILLS	<i>limited</i>	34/90	85 (83-87)	15
READING COMP	<i>v limited</i>	23/90	70 (67-74)	2
ORAL LANGUAGE (Ext)	<i>advanced</i>	98/90	124 (120-128)	94

✓ **Implication?** _____
Question? _____

Typical Write-Up for Example 2:

Jon's basic reading skills are in the low average range (SS=83-87) and his reading comprehension is in the very low to low range (SS=67-74) compared to age mates. His oral language abilities are in the high average to superior range (120-128).

✓ **Translate to an interpretive paragraph that informs instruction.**

	Proficiency Label	RPI	SS (+/-1SEM)	PR
3. MATH CALC SKILLS	<i>lmtd to avg</i>	77/90	84 (77-90)	14
MATH REASONING	<i>average</i>	93/90	104 (99-108)	60
ORAL LANGUAGE (Ext)	<i>advanced</i>	98/90	124 (120-128)	94

✓ **Implication?** _____
Question? _____

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	Proficiency Label	RPI	SS (+/-1SEM)	PR
4. Sound Awareness	<i>advanced</i>	98/90	120 (113-126)	91
Letter-Word Identification	<i>v limited</i>	9/90	81 (78-83)	10
Spelling	<i>negligible</i>	3/90	64 (59-68)	1

✓ **Implication?** _____
Question? _____

Typical Write-Up for Example 4:

Eve's Sound Awareness score was at the 91st percentile compared to age mates. Her Letter-Word Identification was at the 10th percentile and her Spelling was at the 1st percentile compared to age mates.

✓ **Translate to an interpretive paragraph that informs instruction.**

5. VARIATIONS	STANDARD SCORES			VARIATION		Significant at + or - 1.50 SD
	Actual	Predicted	Difference	PR	SD	
<i>Intra-Achievement (Ext)</i>						
BASIC READING SKILLS	77	105	-28	0.3	-2.78	Yes
READING COMP	100	103	-3	37	-0.32	No
MATH CALC SKILLS	108	101	7	73	+0.60	No
MATH REASONING	114	101	13	93	+1.45	No
BASIC WRITING SKILLS	76	105	-29	0.1	-3.06	Yes
WRITTEN EXPRESSION	93	103	-10	18	-0.9	No
ORAL EXPRESSION	114	101	13	89	+1.24	No
LISTENING COMP	102	102	0	52	+0.06	No
ACADEMIC KNOWLEDGE	134	98	36	>99.9	+3.67	Yes

✓ **Implication?** _____
Question? _____

Typical Write-Up for Example 5:

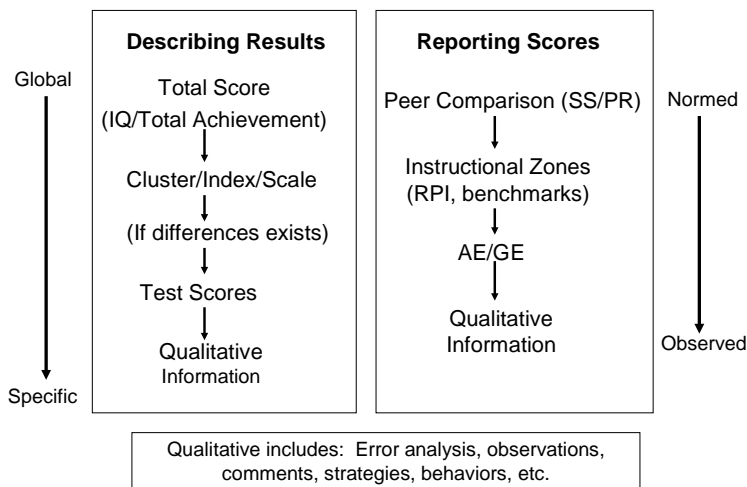
Pablo has significant weaknesses in basic reading and basic writing skills. His weaknesses are unusual compared to age mates with the same predicted score. Only 3 in 1000 would have scored as low or lower in basic reading, and only 1 in 1000 would have scored as low or lower in basic writing. Pablo does have a significant strength in Academic Knowledge.

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- ✓ Translate to an interpretive paragraph that informs instruction.

Writing Reports



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- ✓ Write an integrated paragraph reporting and describing these WIAT-II scores for Corey, a fifth grade student, age 11-3 (age norms). Follow the process illustrated in the inverted triangles.

	SS (95%)	PR	GE
Reading Composite	75 (71-79)	5	
Word Reading	72 (67-77)	3	2:6
Reading Comprehension	83 (76-90)	13	3:2
Pseudoword Reading	75 (70-80)	5	1.7

Sample Errors

WR: mist for must, prat for part, cold for could, one for own

PD: zoo for zoop, nane for nan, eep for ep

Observations: slow rate of response, uncertain about reading ability

Comments: "Reading was fun until 1st grade."

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✓ Write your paragraph below.

✓ What are the instructional implications of Corey's performance?

Case Study: Ned

- AGE 11-2; GRADE 4
- KABC-II and KTEA-II
- Has been struggling academically, especially in reading, since Kindergarten
- Repeated 2nd grade; Father struggled with reading; Mother born in Mexico

KABC-II Results for Ned

Sequential/Gsm	127	Planning/Gf	90
Number Recall	15	Story Completion	7
Word Order	14	Pattern Reasoning	10
<i>Hand Movements</i>	10		
Simultaneous/Gv	80	Knowledge/Gc	87
Rover	7	Verbal Knowledge	8
Triangles	6	Riddles	7
<i>Block Counting</i>	10	<i>Exp. Vocabulary</i>	4
<i>Gestalt Closure</i>	5		
Learning/Glr	94	FCI: 93 (88-98) PR: 32	
Atlantis	8		
Rebus	10		

✓ 1. What do you observe about Ned's cognitive performance?

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- ✓ 2a. What might you predict about Ned's achievement levels based on this cognitive information?
- 2b. Is there anything that helps explain Ned's reading difficulties?
- ✓ 3. What cognitive abilities were not measured by the KABC-II that may be relevant to Ned's academic performance?

Ned's KTEA-II Results

Reading Composite	70	Math Composite	91
Letter/Word Recog.	71	Concepts/App.	94
Rdg. Comp.	76	Computation	89
Decoding (LWR & NWD)	74	Written Lang. Comp	97
Nonsense Word D.	76	Expression	108
		Spelling	87
Sd-Symbol (NWD & PA)	76	Oral Lang. Comp.	70
Phon. Awareness	83	Listening	60
		Expression	81
Fluency (WRF & DF)	76	Oral Fluency	84
Word Recog. Fl.	75	Associational	98
Decoding Fluency	76	Naming Facility	81

- ✓ 4a. What do you observe about Ned's academic performance?

4b. Does his performance coincide with your predictions based on his cognitive performance?

- ✓ 5. What two key areas have we collected information on that were missing from the cognitive testing?

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- ✓ 6. Based on both cognitive and academic results, what do you think are possible reasons for Ned's reading difficulties?

- ✓ 7. What other connections can you make between Ned's cognitive and academic performance?

Qualitative Information for Ned

- Very quiet, did not engage in spontaneous language
- Used one word responses or nonverbal gestures
- Exhibited word finding difficulties
- Asked for repetition frequently on verbal questions
- Slow response style
- Did not understand the meaning of many words used in test questions
- Poor articulation and auditory discrimination
- Cooperative and pleasant

- ✓ 8. How does this qualitative information connect to Ned's test results?

- ✓ 9. My diagnostic impressions about Ned are:

- ✓ 10. My instructional recommendations for Ned are:

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Case Study: Corey, Grade 5, Age 11-3

✓ *Review all test results for Corey (WISC-IV and WIAT-II). Formulate your diagnostic impressions and record them in the section following the scores.*

WISC-IV Composite Scores Summary

	Sum of Scaled Scores	Composite Scores	PR	95% CI	Qualitative Description
Verbal Comprehension (VCI)	37	112	79	105-118	High Average
Perceptual Reasoning (PRI)	26	92	30	85-100	Average
Working Memory (WMI)	21	102	55	94-109	Average
Processing Speed (PSI)	17	91	27	83-101	Average
Full Scale (FSIQ)	101	101	53	96-106	Average

✓ *Observations about composites:* _____

Verbal Comprehension Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Similarities	26	12	13:10	75
Vocabulary	44	13	14:10	84
Comprehension	28	12	14:6	75

Perceptual Reasoning Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Block Design	32	9	10:6	37
Picture Concepts	16	8	8:10	25
Matrix Reasoning	20	9	9:10	37

Working Memory Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Digit Span	16	10	10:10	50
Letter-Number Sequencing	18	11	13:2	63
(Arithmetic)	23	10	10:10	50

Processing Speed Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Coding	45	9	10:6	37
Symbol Search	21	8	9:10	25
(Cancellation)	73	9	10:2	37

✓ *Observations about subtests within each index:* _____

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Composite Score Differences

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
VCI - PRI	112	92	20	11	Y	6.1%
VCI - WMI	112	102	10	11.38	N	22.9%
VCI - PSI	112	91	21	12.12	Y	9.7%
PRI - WMI	92	102	-10	11.38	N	24.5%
PRI - PSI	92	91	1	12.12	N	49.3%
WMI - PSI	102	91	11	12.46	N	24.1%

Base Rate by Overall Sample

Statistical Significance (Critical Values) at the .05 level

✓ *Observations about differences between composites:* _____

Subtest Score Differences

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Digit Span - Letter-Number Sequencing	10	11	-1	2.83	N	47.1%
Coding - Symbol Search	9	8	1	3.55	N	40.2%
Similarities - Picture Concepts	12	8	4	3.36	Y	13.0%
Digit Span - Arithmetic	10	10	0	2.94	N	
Letter-Number Sequencing - Arithmetic	11	10	1	2.80	N	44.4%
Coding - Cancellation	9	9	0	3.58	N	
Symbol Search - Cancellation	8	9	-1	3.80	N	43.0%

Statistical Significance (Critical Values) at the .05 level

✓ *Observations about differences between subtests:* _____

Summary of WIAT-II Subtest Scores

SUBTESTS*	RAW	STD	95% INTERVAL	PR	NCE	S9	AGE EQU	GRADE EQU
Word Reading	79	72	67- 77	3	11	1	7:8	2:6
Reading Comprehension	108**	83	76- 90	13	26	3	8:8	3:2
Pseudoword Decoding	12	75	70- 80	5	15	2	6:4	1:7
Numerical Operations	28	103	94- 112	58	54	5	11:4	5:8
Math Reasoning	40	91	83- 99	27	37	4	10:0	4:8
Spelling	27	88	82- 94	21	33	3	9:4	3:8
Written Expression	12	78	65- 91	7	19	2	8:0	3:0
Listening Comprehension	22	84	70- 98	14	28	3	8:4	3:2
Oral Expression	20	83	71- 95	13	26	3	7:8	3:0

* WIAT-II age-based normative information was used in the calculation of subtest and composite scores.

** Represents Reading Comprehension weighted raw score.

✓ *Observations about Achievement subtests:* _____

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Summary of WIAT-II Composite and Total Scores

COMPOSITES*	RAW	STD	95% INTERVAL	PR	NCE	S9
Reading	230	75	71- 79	5	15	2
Mathematics	194	96	89- 103	39	44	4
Written Language	166	82	74- 90	12	25	3
Oral Language	167	81	70- 92	10	23	2
Total	757	80	76- 84	9	22	2

* WIAT-II age-based normative information was used in the calculation of subtest and composite scores

✓ *Observations about Achievement composites:* _____

Differences Between Subtest Scores and Mean of Subtest Scores

SUBTESTS	STD SCORE	DIFF. FROM MEAN	SIGNIF.	FREQ	S/W
Word Reading	72	-12.11	.05*	25%	W
Reading Comprehension	83	-1.11	ns	>25%	
Pseudoword Decoding	75	-9.11	.05*	>25%	W
Numerical Operations	103	18.89	.05*	10%	S
Math Reasoning	91	6.89	ns	>25%	
Spelling	88	3.89	ns	>25%	
Written Expression	78	-6.11	ns	>25%	
Listening Comprehension	84	-0.11	ns	>25%	
Oral Expression	83	-1.11	ns	>25%	

Mean of Subtest Standard Scores = 84.11

* significant at the .05 level

✓ *Observations about differences between subtests and mean score:* _____

Differences Between Composite Standard Scores

COMPOSITES	DIFFERENCE	SIGNIF.	FREQUENCY
Reading/Mathematics	-21	.05*	7%
Reading/Oral Language	-6	ns	34.9%
Reading/Written Language	-7	.15	30.3%
Mathematics/Oral Language	15	.05*	14.9%
Mathematics/Written Language	14	.05*	14.4%
Oral Language/Written Language	-1	ns	49.2%

* significant at the .05 level

✓ *Observations about differences between composites:* _____

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Predicted-Difference Method

	Predicted Score	Actual Score	Expected Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
WIAT-II SUBTEST						
Word Reading	101	72	29	4.78	Y	<1%
Reading Comprehension	101	83	18	6.33	Y	4%
Pseudoword Decoding	101	75	26	5.22	Y	1-2%
Numerical Operations	101	103	-2	11.92	N	
Math Reasoning	101	91	10	8.76	Y	15%
Spelling	101	88	13	8.18	Y	10-15%
Written Expression	101	78	23	11.15	Y	2%
Listening Comprehension	101	84	17	12.71	Y	4%
Oral Expression	101	83	18	10.13	Y	5-10%
COMPOSITES						
Reading	101	75	26	4.86	Y	<1%
Mathematics	101	96	5	8.73	N	>25%
Written Language	101	82	19	8.18	Y	3%
Oral Language	101	81	20	9.57	Y	2-3%
Total	101	80	21	6.08	Y	<1%

Statistical Significance (Critical Values) at the .05 level

Base Rates are not reported when the achievement score equals or exceeds the ability score.

✓ *Observations about predicted differences:* _____

Putting It All Together: Thinking About Corey

First, organize your thinking:

- Cognitive areas intact? _____
- Cognitive areas of concern? _____
- Academic areas intact? _____
- Academic areas of concern? _____
- Role of oral language? _____
- Area(s) of greatest instructional need? _____
- Generalized or a more specific problem? _____
- What's the relationship between cognitive and achievement?

- Do any cognitive areas help explain the learning difficulty? _____

- Are there cognitive abilities that were not covered in the current testing that may be relevant to Corey's learning difficulty? If so, what are they?

What's your next step? _____

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✓ **My diagnostic impressions of Corey are:**

✓ **Instructional recommendations for Corey:**

Translating Test Results into Instructionally Relevant Information

- Shift your thinking from scores and eligibility to:
 - Strengths and weaknesses of the individual
 - Instructional needs of the individual
 - Providing a more successful educational experience
- Don't just describe results, interpret them

Example 1: Traci, Grade 4, Age 9-11

Statements from an actual report:

Traci's English oral language skills are average when compared to others her age. When compared to others at her age level, her performance is below average in phonemic awareness, basic reading, reading comprehension, and reading fluency.

✓ *Think about instructional implications:*

1. What do the statements tell us about Traci?
2. What is the implication of average oral language?
3. Is oral language the reason for Traci's academic difficulties?

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4. What is the implication of below average phonemic awareness?
 5. What do you suspect is causing her reading difficulties?
 6. What might help improve all areas of reading?
 7. What is the implication for instruction?
- ✓ Write a new paragraph for Traci that translates the descriptive information in the original paragraph into instructionally relevant information.

Example 2: Justin, Grade 6.0, Age 12-5

	SS	PR	RPI
Broad Reading	100	50	90/90
Oral Language	94	33	85/90
Broad Math	77	7	39/90
Calculation	76	6	29/90
Math Fluency	58	.3	44/90
Applied Prob.	88	21	46/90
Quant. Con.	75	5	22/90

- ✓ Write a paragraph for Justin that translates the score information above into instructionally relevant information.

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Example 3: AI, Grade 3.2, Age 8-10

Achievement Area	SS (+/-1 SEM)	PR	GE
Oral Lang Composite	124 (120-128)	94	7.3
Reading Composite	74 (71-77)	4	1.8
Math Composite	96 (92-100)	40	3.0
Written Lang Composite	60 (55-65)	0.4	1.4
Phonemic Awareness	120 (113-126)	91	6.7
Word Reading	81 (78-83)	10	2.0
Reading Comprehension	74 (69-79)	4	1.6
Spelling	64 (59-68)	1	1.1

Observations: Slow to respond, often substituted similar looking words, does not know common spelling patterns

- ✓ Write a paragraph for AI that translates the information above into instructionally relevant information.

Keys to Using Evaluations to Inform Instruction

- Focus on the student's learning difficulties and the instructional implications
- Determine the student's pattern of strengths and weaknesses
- Paint a meaningful picture of the student's performance & instructional needs
- Make appropriate instructional recommendations

- ✓ Write down one way that you can improve your report writing tomorrow:

- ✓ Write down one way you can use your evaluations to inform instruction:

NOTE: Please complete the Post-Test for Writing Instructionally Relevant Reports Module. Compare the results from your Pre- and Post-Tests.