

Date of Assessment: 4/22/2025 , 4/24/2025

Language of Assessment: English

Student Name: Student X

NYC ID: 234553535

DOB: 4/20/2010

Grade: 9

School: PIT High School

Reason for Referral and Relevant Background:

Student X, 15, is a 9th grade student at PIT High School. He has been referred for an evaluation by his parents due to overall academic concerns. His parents requested the evaluation to assess if X warrants an educational classification and special education services. Additionally, they are concerned that X's poor attendance may be due to him being unable to keep up with the academic work. X was previously referred by his parents for a Special Education evaluation during the 2015-2016 school year, however consent was refused to move forward with the evaluation.

X, 15, is a 9th grade student at PIT High School. At home, he lives with his mother, father, and two older brothers (25, 23). He shares that he has a six year old niece with whom he also gets to spend a lot of time with. X reports that he has an overall positive relationship with all of his family members. X shares that his mother works as a child care provider while his father is retired. His eldest brother (25) works as a security guard and his middle brother (23) is currently a stay at home father. X reports no significant medical history.

Refer to social history on file.

TRANSCRIPT REVIEW

X currently has 1 credit out of the 44 needed for graduation. He currently has 0/8 ELA , 0/6 Math, 1/4 Global History (still needs Global History 2,3,4), 0/2 US History, 0/1 Government, 0/1 Economics, 0/6 Science, 0/2 Foreign Language, 0/4 Physical Education, 0/1 Health, 0/2 Art/Music, 0/7 Electives. In order to graduate high school, X needs to pass 5 Regents: 1 ELA, 1 US History, 1 Global History, 1 Math and 1 Science. His tentative schedule for the Fall 2025 semester is as follows: ELA 1, Science, Global History 2, Math, Physical Education, Art, and an elective. X will work with his guidance counselor and transition coordinator to create a plan to

ensure he is able to meet all graduation requirements. Additionally, he will receive support to apply for summer employment opportunities and on identifying all pertinent information related to various careers in the field of Construction.

TEACHER REPORTS

To obtain a holistic view of X's functioning across academic subjects, teacher reports were obtained. His academic functioning was evaluated based on his classroom performance homework as well as class participation. His teachers reported that under academic performance, homework, and class participation he falls within the poor range. According to teacher reports, X learns best through multiple modalities, however he benefits most from visual presentations, such as images, maps, and graphic organizers. Some social strengths reported by one of his teachers are that X appears self confident, has strong interpersonal skills, has a good sense of humor, and is able to self advocate. All teachers report concerns with X's attendance and report that it is difficult to assess all aspects of his academic performance due to his lack of engagement. Teachers report some behavioral concerns. Across all subjects, the main concern is that X is currently not attending class at all, despite having private conversations with him and attempts to communicate concerns with the family. Some teachers report concerns over X's work refusal, attitude towards teachers, students and the classroom, and difficulties with accepting responsibility for his academic performance. It was reported that in the beginning of the school year, X was completing most of his online homework, however he is no longer attending class or turning in any work.

BEHAVIORAL OBSERVATION:

X's mother was contacted to ensure that X would attend school for the purpose of conducting the evaluation. The evaluation was completed over two days; both days X arrived at school promptly to meet with the evaluator. X was able to greet the evaluator and presented as a respectful and cooperative student. He was willing to answer all questions presented to him. Rapport was quickly established and X was able to share his strengths and weaknesses, likes and dislikes and aspirations. He seemed to enjoy talking about his family members and interests, and future goals. He displayed self-awareness when sharing why he was not doing well in school, stating that he does not enjoy school and that it "is not for him." He also expressed awareness and acceptance of responsibility that he was failing his classes due to his lack of engagement. X was able to communicate his ideas clearly and concisely, displayed a good sense of humor, and displayed strong effort throughout the evaluation. Occasionally, he required positive reinforcement, prompting and redirection, as well as short breaks. Despite becoming restless as tasks increased in difficulty, he continued to try his best, even when he did not know the answers. At times, he asked for reassurance if he appeared unsure of his answer,

asking the evaluator, “Was that right?” Overall, X displayed strong effort throughout the evaluation, therefore his performance should be considered a valid representation of his current cognitive abilities and academic skills.

VOCATIONAL INTERVIEW

According to X’s Vocational interview, he reports that his favorite subject is Forensic class because he finds it to be the most hands-on class and interesting class. His least favorite subject is Global because he finds it boring. He reports that he learns best when presented with multiple modalities but he especially enjoys hands-on learning. When asked if he prefers to work in a group or independently, he states that he works best in a group. X reports that he is not involved in any after-school clubs, but in his free time he does enjoy playing basketball, hanging out with his friends, and watching movies or TV shows on Netflix. X states that he feels he is a strong communicator and is good at talking to people. He also identified quick mental math, reading, and his athletic skills to be his strengths. He reports that he struggles with retaining information and test taking. When asked what he would like to do after high school, X stated that he would like to attend trade school for construction. He hopes to begin a career in Construction right after trade school. At home, X is responsible for cleaning up after himself.

Career Interest Inventory (RIASEC)

RIASEC codes are a way of classifying people according to their interests so that they can be matched with appropriate careers. To find the ideal career for an individual, the individual’s interest level in the six areas must first be determined; then, those interest scores can be used to find matching careers. X scored with the highest interest in the Realistic domain; these people tend to be practical, independent, and enjoy working with their hands. Good career options for Realistic people include construction, data analysis, safety and law enforcement. He also scored high in the Enterprising domain. Enterprising people tend to be persuasive and direct. Good career options may be marketing, management, and law. Finally, he scored high in the Investigative domain; these people tend to be analytical, observant, and organized. Some good career options for Investigative people are engineering, medicine, and psychology. X will be linked to the transition coordinator to discuss post-secondary goals and needs.

Current Report Card (2024-2025 School Year: Term 2, Marking Period 1)

English 2 Career Explorations- 55; Requires additional academic assistance. Frequently does not submit class work. Does not show initiative.

Global History 2- 45

Common Core Algebra 1; 45; Low scores on assessments. Frequently does not submit class work. Does not show initiative.

Health- 55

Biology 2- 55; Does not show initiative. Does not persist in completing assigned tasks.

Biology 2 Lab- F

Career Development & Principles of Forensics- 45; Excessive absences. Academic Intervention required.

Pop Music & Literature- 55

PSYCHO-EDUCATIONAL EVALUATION RESULTS (April 2025)

Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V) (April 2025)

Composite- Composite Score- Percentile Rank- Qualitative Descriptor

Verbal Comprehension - 98 - 45% - Average

Similarities- 11- Average

Vocabulary- 8- Average

Comprehension- 9- Average

Visual Spatial - 81 - 10% - Low Average

Matrix Reasoning- 5- Low

Figure Weights- 5- Low

Fluid Reasoning - 72 - 3% - Very Low

Block Design- 7- Low Average

Visual Puzzles- 6- Low Average

Working Memory - 88 - 21% - Low Average

Digit Span- 7- Low Average

Picture Span- 9- Average

Processing Speed - 83 - 13% - Low Average

Coding- 6- Low Average

Symbol Search- 8- Average

Full Scale IQ - 78 - 7% - Very Low

Woodcock-Johnson IV Tests of Cognitive Abilities (Norms based on age 15-0) (April 2025)

CLUSTER/Test- Standard Score (SS) - SS Classification- Percentile Rank (PR)

AUDITORY PROCESS (Ga) - 76 - Low - 6%

L-TERM RETRIEVAL (Glr) - 59 - Ver Low - 0.3%

Phonological Processing - 67 - Very Low - 1%

Story Recall - 75 - Low - 5

Nonword Repetition - 90 - Average - 25%

Visual-Auditory Learning - 58 - Very Low - 0.2%

X was administered the Wechsler Intelligence Scale for Children® Fifth Edition (WISC-V) to assess his cognitive abilities. The Full-Scale IQ (FSIQ) is usually considered the global score that is most representative of general intellectual functioning. On the WISC-V, X received an FSIQ score of 78 within the Very Low range at the 7th percentile, meaning that he scored equal to or better than 7% of his peers of the same age. The WISC-V assesses cognitive functioning through five indices: Verbal Comprehension Index (VCI; 98, Average), Visual Spatial Index (VSI; 81, Low Average), Fluid Reasoning Index (FRI; 72, Very Low), Working Memory Index (WMI; 88, Low Average), and Processing Speed Index (PSI; 83, Low Average). There was variability across indexes.

Verbal Comprehension:

Verbal Comprehension (VCI) is the ability to reason with previously learned information, which is developed through exposure to both cultural and formal educational experiences, and communicate knowledge. X's Verbal Comprehension abilities were in the Average range. The Verbal Comprehension composite includes scores from three subtests: Similarities, Vocabulary, and Comprehension. On all three subtests, X obtained a score in the Average range.

The Similarities subtest measures X's ability to engage in abstract thinking and reasoning as it asked him to describe how two words, objects or ideas are alike or similar. This requires abstract verbal reasoning, auditory comprehension, and expressive language skills. X scored an 11 on this subtest (Average) and showed a relative strength within the VCI. The Vocabulary subtest measures expression and lexical knowledge by asking him to explain the meaning of words presented in isolation. He scored an 8 (Average range) as he was able to provide accurate definitions for elementary and grade level words, however struggled with more advanced vocabulary. When a word was unfamiliar he was observed to make statements such as "I have never heard this word," indicating his lack of vocabulary comprehension for more advanced words may be due to lack of exposure. The Comprehension subtest measures the ability to acquire, retain, and retrieve information by asking the examinee to answer questions that address a broad range or general knowledge topics; he scored a 9 (Average range).

On all subtests, X put forth good effort in articulating his knowledge despite increasing difficulty of items. He was able to verbalize his thoughts in an age appropriate manner which demonstrates appropriate knowledge of vocabulary and facts. Additionally, X was able to provide content appropriate responses that indicate understanding of the construct being presented to him, suggesting he has the ability to reason, form concepts, and solve problems that often include novel information or procedures. X's relative strength in the Similarities subtest as compared to the Vocabulary and Comprehension subtest suggests a strength in abstract and conceptual reasoning, with less proficiency in explicit knowledge of words and practical, everyday reasoning; however, he was within range on all subtests in this domain. Strategies to support X are to have access to a dictionary as well as word banks to continue expanding his lexical knowledge.

Visual Spatial:

The Visual Spatial (VSI) composite measures an individual's ability to solve problems using visual information. His overall Visual Spatial abilities fell within the Low Average range. The Visual Spatial composite includes scores from two subtests: Block Design and Visual Puzzles.

The Block Design subtest measures visual-motor coordination by asking the examinee to look at a 2-dimensional block design image and asking them to recreate it with specific colored blocks within a specified time-limit. The Visual Puzzles Subtest requires the examinee to mentally reconstruct a visual puzzle by selecting 3 options. It measures nonverbal reasoning and the ability to analyze and synthesize abstract visual stimuli. X obtained a score in the Low Average range for Block Design (SS:7) and Visual Puzzles (SS:6). X displayed emerging abilities in understanding spatial relations, perceptual integration, spatial perception, figure-ground discrimination, and visual discrimination. This might indicate a need for more support with tasks involving spatial analysis, sequencing, and understanding maps or diagrams. Completing tasks of this nature can be expected in mathematical concepts such as geometry and social studies concepts such as geography.

Fluid Reasoning:

X's inductive and deductive reasoning skills when completing novel tasks (fluid reasoning) fell in the Very Low range. On the Matrix Reasoning subtest, an untimed assessment of his spatial analytic problem-solving skills, X was required to select the missing part of a matrix or series. He performed in the Low Range (SS: 5). On the Figure Weights subtest, a timed task of quantitative reasoning that required him to use information provided via a set of scales (that displayed the equivalency of two shapes or sets of shapes) to identify a shape or set of shapes that would fit into a missing section on the scales, he performed in the Low Range (SS:5). A low fluid reasoning score suggests an individual may struggle with abstract thinking, problem-solving, and adapting to new situations. This can manifest in various academic and daily challenges. He may struggle to identify patterns and relationships as well as recognizing and understanding patterns in information. He may also struggle to make inferences or draw conclusions from given information. He may also struggle with new math concepts, reading comprehension, and expressive writing. Additional support as well as utilizing his strong verbal skills can be used to compensate for these limitations.

Memory:

Working Memory is the ability to hold and manipulate information stored in short-term memory. X's Working Memory abilities fell in the Low Average range. The working memory composite includes scores from two subtests: Digit Span (focused on auditory working memory) and Picture Span (focused on visual working memory). X performed in the Low Average range (SS:7) on the Digit Span subtest. He was able to respond quickly and accurately with shorter number sequences, however as the sequences became longer and more complex, he struggled to recite the correct response. On Picture Span, he scored within the Average range (SS: 9). X performed at the expected level for his age in quickly and accurately processing and retaining images shown to him in a specific order and then providing the proper order when asked. He performed similarly across these two subtests, suggesting that his visual and auditory working memory are similarly developed or that he verbally mediated the visual information on Picture Span. However, his retention of information may increase if multiple modalities are used such as providing both visual and auditory cues in the classroom.

Long Term Retrieval

To further investigate, subtests from the WJ-IV Cognitive were administered. Long-term storage and retrieval is the ability to encode, store, consolidate, and retrieve information later in the process of thinking. X's long term retrieval fell in the Very Low range. On Story Recall, an assessment of meaningful memory and listening ability that requires the examinee to repeat a story verbatim, X scored in the Low range. On the visual-auditory learning subtest, a measure of image-word association requiring him to read sentences using symbols that are taught to him, X scored in the Very Low range. This means X may have difficulty with encoding (ability to store) and retrieving information, retaining and retrieving information over time, and relating and linking information together. He may also struggle to retrieve and apply previously learned information, an essential skill when learning new concepts across subject areas.

Executive Functions: (Attention, Information Processing, Planning and Organization)

Processing Speed is the speed and efficiency in processing basic-visual-motor information. Performance on the PSI is related to visual scanning, visual discrimination, short-term visual memory, visuomotor coordination, and concentration. The PSI assessed his ability to rapidly identify, register, and implement decisions about visual stimuli. X's Processing Speed score fell in the Low Average range. Low PSI scores may occur for many reasons including visual discrimination problems, distractibility, slowed decision making, motor difficulties, or generally slow cognitive speed. X's performance on processing speed tasks was weaker than his performance on language-based tasks. The PSI is derived from two timed subtests. Symbol Search required X to scan a group of symbols and indicate if the target symbol was present. On Coding, he used a key to copy symbols that corresponded with numbers. Performance across these tasks was similar, suggesting that X's associative memory, graphomotor speed, and visual scanning ability are similarly developed (SS = 8; CD = 6).

On the task measuring symbol transcription speed (Coding), he performed in the Low Average range. On the tasks measuring his visual scanning speed (Symbol Search), he performed in the Average range. After being provided with task instructions during these subtests, X began immediately, suggesting he comprehended the verbal directions that were presented to him. He took his time when completing the subtest and needed the entire time provided to him. He did not skip any and remained persistent throughout both subtests. This suggests that X lacks automaticity of rote information and can be slow in completing classwork, tests and homework. He has difficulty working quickly and efficiently and responding to questions due to lag time. He would benefit from additional time to respond orally or being prepared with questions before being called on, repetition of facts, previewed reading materials, extended time, a reduced quantity of work in favor of quality, shortened or chunked assignments, and the reduction and structure of the amount of copying required from a book or board.

Auditory Processing:

Auditory processing is the ability to detect, analyze, synthesize, and discriminate speech sounds. X's auditory processing fell in the Low range, as assessed by the phonological processing and nonword repetition subtests of the Woodcock Johnson Tests of Cognitive Abilities. The Phonological Processing test specifically assesses phonetic coding, word fluency, and speed of lexical access by asking the examinee to provide words containing a specific

phonetic sound, to rapidly name words beginning with a specific sound, and to substitute parts of words to form a new word. On this task, he performed within the Very Low range. On Nonword Repetition, a subtest that assesses phonological awareness by asking the examinee to repeat pseudo words, X scored in the Average range. This indicates that X is able to detect and simply repeat words; however, his lack of phonemic awareness did not allow him to effectively manipulate speech sounds to identify and alter words.

X may struggle to hear and differentiate sounds in words, which can impact his reading, decoding in particular, spelling, and ability to follow spoken instructions in class. X would benefit from checks for comprehension after group directions and having exams read aloud.

Wechsler Individual Achievement Test (4th ed.)

Composite/Subtest - Standard Score - Percentile Rank - Descriptive Category

Basic Reading - 78 - 7% - Very Low

Pseudoword Decoding - 85 - 16% - Low Average

Phonemic Proficiency - 80 - 9% - Low Average

Word Reading - 76 - 5% - Very Low

Decoding - 79 - 8% - Very Low

Pseudoword Decoding - 85 - 16% - Low Average

Word Reading - 76 - 5% - Very Low

Phonological Processing- 81 - 10% - Low Average

Pseudoword Decoding - 85 - 16% - Low Average

Phonemic Proficiency - 80 - 9% - Low Average

Dyslexia Index- 79- 8% - Very Low

Pseudoword Decoding - 85 - 16% - Low Average

Phonemic Proficiency - 80 - 9% - Low Average

Word Reading - 76 - 5% - Very Low

Oral Language- 75 - 5% - Very Low

Listening Comprehension- 91 - 27 % - Average

Oral Expression - 63 - 0.7% - Extremely Low

Orthographic Processing - 78 - 7% - Very Low

Orthographic Fluency - 83 - 13% - Low Average

Spelling - 78 - 7% - Very Low

Listening Comprehension- 91 - 27% - Average

Receptive Vocabulary- 84 - 14% - Low Average

Oral Discourse Comprehension- 101 - 53% - Average

Oral Expression- 63 - 0.7% - Extremely Low

Expressive Vocabulary- 84 - 14% - Low Average

Oral Word Fluency - 40 - <0.1% - Extremely Low

Sentence Repetition - 82 - 12% - Low Average

Reading Comprehension - 106 - 66% - Average

Essay Composition- 95 - 37% - Average

Math Problem Solving - 81 - 10% - Low Average

Numerical Operations - 71 - 3% - Very Low

Woodcock-Johnson IV Tests of Achievement (WJ Achievement IV) Form A (selected subtests; norms based on grade 9.8)

Subtest- SS - SS Classification- PR

Sentence Reading Fluency- 91 - Average - 27%

X's academic skills were assessed through the administration of selected subtests from the Wechsler Individual Achievement Test (4th edition) (WIAT-4) and the Woodcock Johnson Tests of Achievement IV (WJ Ach IV).

In terms of his basic reading and decoding, X demonstrated Very Low phonemic/phonological skills as measured by a task requiring him to respond orally to items asking him to omit, substitute, and reverse sounds (Phonemic Proficiency). On two additional decoding tasks, he displayed some difficulties with a task where he was asked to read a list of pseudowords (pseudoword decoding; Low Average) and with his letter-sound knowledge and single word reading (Word Reading; Very Low). X was able to read words such as 'inflection', 'suspicious', and 'ridiculous', but struggled to read words such as 'solemn', 'magnetic', and 'playfully.' X was observed to leave the ending sounds off of the words 'magnetic' (which he read as 'magnet') and 'playfully' (which he read as 'playful'). X may be over relying on his memory of sight words and reads words as visual symbols rather than using his letter sound knowledge to decode unfamiliar words. This indicates difficulty with phonological awareness and sight vocabulary which impact his decoding and fluency skills and may affect his comprehension on grade level text. The Orthographic Fluency subtest is designed to measure an examinee's orthographic lexicon, or sight vocabulary. Examinees read aloud a list of irregular words as quickly as possible during two timed trials. X scored within the Low Average range, suggesting difficulties with recognizing and reading sight words, which can impact reading fluency and comprehension.

X demonstrated Average skills in reading comprehension. On the subtest, Reading Comprehension, X was asked to independently read through passages and answer a series of questions after. With most of the passages, X used strategies such as looking back at the passage to locate the answers when needed. He frequently asked for the evaluator to repeat the questions before providing a response. He displayed appropriate skills in answering literal and inferential questions, as well as narrative and expository questions. On the WJ Achievement IV, X's ability to quickly read and understand sentences using the Sentence Reading Fluency was within the Average range. This was a timed subtest that required him to read sentences and quickly determine if the sentence is true or false. Results indicate that X was able to answer most of the questions accurately. X's Average achievement on Sentence Reading Fluency and Reading Comprehension as compared to his decoding skills indicate limited skill in utilizing decoding skills or letter-sound association, and a reliance on "recognizing" words by sight. Therefore, poor attendance can absolutely further delay him in

class due to missing instruction and repetition of content given both limited decoding skills and memory.

Teachers report that X is reading roughly at a fifth grade level. The teachers report concerns with X's ability to read accurately and fluently, his comprehension of grade level vocabulary, comprehension of texts read aloud by teachers and peers, and in his skills with using context clues and inferencing. An ongoing goal reported by the teacher is for X to cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences. Due to his less developed decoding skills, X needs support with reading and would benefit from extended time and texts read aloud.

X would benefit from the use of graphic organizers and needs to be pre-taught the vocabulary words in advance, as he relies heavily on his visual memory to read words. He should annotate when reading, review WH questions and increase inferencing strategies: previewing text, identifying unknown words and defining them and applying background knowledge. A focus on decoding words is imperative.

Mathematics:

X's mathematics skills fell in the Very Low range, as measured by the Numerical Operations subtest (a math calculation task requiring him to respond to questions about number concepts and counting) and the Math Problem Solving subtest (a task measuring use of basic math concepts, everyday applications, geometry, and algebra to solve real-life examples).

X obtained a Very Low score on the Numerical Operations subtest reflecting that he presents with difficulties with below grade level math skills. X displayed skills in basic math skills such as one to one counting and identifying mathematical symbols, addition problems involving single, double, and triple digit numbers with regrouping. He was able to subtract single digit numbers accurately but struggled with problems involving double and triple digits and regrouping. He displayed emerging skills with multiplying single digit numbers but struggled with multiplication and division problems involving double digit numbers. X did not make it far enough in the subtest to assess his knowledge of fractions, multistep equations, or geometric concepts. On the Math Problem Solving subtest, X obtained a Low Average score which reveals some difficulty with applying mathematical principles to real-life situations. X struggled with problems that applied the concepts of money, number patterns, fractions, and perimeter to the situations orally presented to him. However he was able to interpret number lines and graphs. This demonstrates skill with basic math concepts but difficulties with more advanced grade-level concepts. Fluid reasoning (mentioned above) is a key cognitive skill that predicts mathematical performance. Students struggling with fluid reasoning may have difficulty understanding new math concepts, applying them in different contexts, and identifying patterns or relationships within math problems. According to his teacher an ongoing goal for X is to perform arithmetic operations on polynomials.

X's teacher reports concern with X's overall skills and understanding in math concepts, basic operations, word problems, and algebraic concepts/proofs. X needs to use a graphic organizer to help solidify his understanding of various math concepts and math word problems through

multiple representations. X needs to be asked to explain his strategies when problem solving through a think aloud process and be encouraged to illustrate his work when problem solving. He needs access to a calculator, color coded steps and math drills.

Written Language:

X's written language abilities were assessed using the Spelling and Essay Composition subtests on the WIAT-4. On the Spelling subtest, X was required to spell a series of words that were presented orally in the context of a sentence, he scored in the Very Low range. X struggled to spell words and demonstrated an inability to rely on his phonemic awareness to encode grade level and below grade level words and write them out.

On the Essay Composition subtest, X was asked to produce meaningful written sentences in response to a prompt that asked him to write about his favorite game. X was given a ten minute time limit and used the entire time to complete his response. He was able to write an introductory sentence, body sentences in which he provided three reasons as to why he likes the game, and a conclusion sentence. Despite his challenges with spelling, grammar, and overall writing conventions, he was able to express his ideas to the writer. X displays emerging skills in idea development, organization, and sentence fluency.

X's teachers report concerns with X's word choice, sentence fluency, and writing conventions. X has struggled to complete any writing assignments in class and has produced little work due to his chronic absenteeism. An ongoing goal reported by the teacher is for X to write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Recommendations include sentence starters, word banks and multiple opportunities to submit drafts. X needs to incorporate the use of graphic organizers to help him sequence information for effective communication and also help with organizing his thoughts in developing a grade level essay, detailed rubrics, and assignments broken down into smaller tasks. He warrants extended time.

Oral Language:

Oral communication was assessed through the administration of two subtests. One subtest required X to point to the visual image that relates to a word said to him and also required him to answer questions about an excerpt played by audio (Listening Comprehension). The second subtest required him to develop a word that relates to a description and visual stimuli presented to him, quickly state words that belong to a given category, and repeat sentences verbatim (Oral Expression). Overall, X obtained a score that fell within the Very Low range for Oral Language.

On Listening Comprehension, X scored in the Average range. He scored within the Low Average range for receptive vocabulary and Average range for Oral Discourse Comprehension. He performed strongest with narrative comprehension rather than expository comprehension. He was able to locate the image that matched a common word but demonstrated difficulty determining the image as the words became less common. When required to listen to an excerpt, X answered the questions cautiously as the excerpts became longer. He was able to provide a correct response for most of the questions related to the excerpts, however struggled

if the prompt warranted mention of specific details. Overall, X demonstrates a grade level ability to comprehend longer auditory stimuli and accurately recall the information. His oral and reading comprehension were comparable and a strength. For Oral Expression, he scored in the Extremely Low range. X was able to generate words when presented with a simple description and visual stimuli, however when asked to state as many words as possible to fit a category, X struggled to do so. Additionally, when asked to repeat sentences verbatim, X had difficulty with recalling longer, more detailed sentences. This demonstrates that X benefits from texts read aloud to build on his comprehension skills and compensate for his limitations with decoding. As X struggles to retain information as it becomes more complex, he would benefit from repetition of instructions.

Social Emotional:

Throughout the duration of the evaluation, X presented as a respectful and cooperative male adolescent. He reports that he has many friends, is a strong communicator, and has an overall positive relationship with his parents and brothers. X has some positive interests and has set long-term goals for himself, however he believes school is not for him. He is interested in attending trade school to enter the field of construction. He was able to identify his strengths and weaknesses, took accountability for his attendance and lack of engagement in school, and was able to express his future goals.

Behavior Assessment System for Children, Third Edition (BASC™-3) Parent Rating Scales - Adolescent

F Index- Acceptable

Response Pattern- Acceptable

Consistency- Acceptable

Domain.....T Score.....Percentile Rank.....Classification

<i>Externalizing Problems</i>	63.....	90.....	At-risk
Hyperactivity.....	54.....	91.....	Normal Range
Aggression.....	63.....	90.....	At-Risk
Conduct Problems.....	68.....	94.....	At-Risk
<i>Internalizing Problems</i>	47.....	48.....	Normal Range
Anxiety.....	45.....	32.....	Normal Range
Depression.....	45.....	35.....	Normal Range
Somatization.....	52.....	67.....	Normal Range
<i>Behavioral Symptoms Index</i>	53.....	74.....	Normal Range
Atypicality.....	42.....	9.....	Normal Range
Withdrawal.....	45.....	37.....	Normal Range
Attention Problems.....	68.....	95.....	At-risk

<i>Adaptive Skills</i>	37.....	12.....	At-risk
Adaptability.....	38.....	14.....	At-risk
Social Skills.....	46.....	32.....	Normal Range
Leadership.....	40.....	19.....	At-risk
Activities of Daily Living.....	35.....	8.....	At-risk
Functional Communication.....	35.....	9.....	At-risk

Behavior Assessment System for Children, Third Edition (BASC™-3) Self Report of Personality - Adolescent

F Index- Acceptable

Response Pattern- Acceptable

Consistency- Acceptable

L Index- Acceptable

V Index-Acceptable

Domain.....T Score.....Percentile Rank.....Classification

<i>School Problems</i>	46.....	39.....	Normal Range
Attitude to School.....	45.....	38.....	Normal Range
Attitude to Teachers	47.....	47.....	Normal Range
Sensation Seeking	49.....	47.....	Normal Range
<i>Internalizing Problems</i>	42.....	26.....	Normal Range
Atypicality.....	43.....	26.....	Normal Range
Locus of Control	46.....	44.....	Normal Range
Social Stress.....	41.....	19.....	Normal Range
Anxiety.....	45.....	36.....	Normal Range
Depression.....	41.....	35.....	Normal Range
Sense of Inadequacy.....	48.....	50.....	Normal Range
Somatization.....	42.....	15.....	Normal Range
<i>Inattention/ Hyperactivity</i>	50.....	56.....	Normal Range
Attention Problems.....	51.....	57.....	Normal Range
Hyperactivity	49.....	53.....	Normal Range
<i>Emotional Symptoms Index</i>	44.....	35.....	Normal Range
Relations with Parents	64.....	97.....	Normal Range
Interpersonal Relations	56.....	67.....	Normal Range
Self-Esteem.....	58.....	76.....	Normal Range

Self-Reliance.....44.....25..... Normal Range
Personal Adjustment57.....71..... Normal Range

To get a better understanding of X's social-emotional and behavioral functioning, he was administered the BASC-3 Self Report and his mother was administered the BASC-3 Parent Rating Scales. The narrative and scale classifications in this report are based on T scores obtained using norms. Scale scores in the Clinically Significant range suggest a high level of maladjustment. Scores in the At-Risk range may identify a significant problem that may not be severe enough to require formal treatment or may identify the potential of developing a problem that needs careful monitoring.

The following is an interpretation of the Parent Rating Scales. The validity indexes in his mother's report were all valid indicating consistent reporting. This indicates that X's mother responded in such a way that depicts a valid and accurate representation of her perception of X's functioning.

The Externalizing Problems composite score is 63 which falls in the At-Risk classification range. For Hyperactivity, his mother's responses generated a score of 54 (Normal Range) indicating that X demonstrates a level of self-control that is similar to the levels displayed by others of the same age. For Aggression and Conduct Problems, X scored within the At-Risk classification range and follow-up may be necessary. His mother reports that he sometimes displays aggressive behaviors, such as being argumentative, defiant, and/or threatening to others; he may also sometimes engage in rule-breaking behavior.

The Internalizing Problems composite scale T score is 47, which falls within the Normal range. X's mother reports that he displays anxiety and depressive based behaviors no more often than others of the same age. Additionally, based on his Somatization score, he seems to complain of health-related problems to about the same degree as others of the same age.

The Behavioral Symptoms Index (BSI) composite scale T score is 53 which falls within the Normal range. On Atypicality, X's score of 42 suggests that he generally displays clear, logical thought patterns and a general awareness of his surroundings. His score of 45 for Withdrawal indicates that he does not avoid social situations and appears to be capable of developing and maintaining friendships with others. His mother's responses generated a score within the At-Risk range for Attention Problems indicating he has difficulty maintaining necessary levels of attention at school. The problems experienced by X might disrupt academic performance and functioning in other areas.

The Adaptive Skills composite scale T score is 37 which falls in the At-Risk classification range. X's Adaptability score is 38 (At-Risk), indicating he may have difficulty adapting to changing situations and takes longer to recover from difficult situations than most others of the same age. His Social Skills score of 46 suggests that his mother reports that he possesses sufficient social skills and generally does not experience debilitating or abnormal social difficulties. X's mother's responses in terms of Leadership generated a score of 40 (At-Risk). An At-risk score in this domain may indicate difficulty making decisions, lacking creativity, and/or having trouble getting others to work together effectively. For Activities of Daily Living, X scored in the At-Risk classification range as per his mother's responses. His mother reports he has difficulty performing simple daily tasks in a safe and efficient manner. For Functional Communication he scored in the At-Risk classification range and follow-up may be necessary as X's mother reports he demonstrates poor expressive and receptive communication skills and has difficulty seeking out and finding information on his own.

X filled out the BASC-3 Self Report of Personality, which also pulled for the F Index, Response Pattern Index and Consistency Index, all which fell within the Acceptable Range.

The School Problems composite scale T score is 46 (Normal Range). For the Attitude to School domain, X scored within the Normal Range indicating he enjoys school about as much as others of the same age. He scored within the normal range for Attitude to Teachers and Sensation Seeking, suggesting he holds attitudes toward teachers that are similar to attitudes held by others of the same age and he engages in risky behaviors typical of an adolescent his age. X scored within the normal range, for Atypicality, Locus of Control, Social Stress, Anxiety, Depression, Sense of Inadequacy, and Somatization, indicating no concerns. X presents as an overall well adjusted adolescent with a strong sense of self.

X also scored within the Normal range for both Hyperactivity and Inattention. This is inconsistent with his mother's perception of his attention skills. It was noted that during the evaluation, X required some redirection and on-task focusing prompts, as well as breaks when he became more restless or distractable. His teachers also report that when he is in class, he often appears disinterested and does not seem to engage or pay attention to the lesson. X scored within the Normal range for the Emotional Symptoms Index as well as the Personal Adjustment domain. He reported to have a typical relationship with his parents, overall interpersonal relations, self-esteem, and self-reliance as compared to his same aged peers. There are some notable discrepancies between X's perception of his overall behavior and his mother's. Differences in

perspectives can occur due to actual differences in behavior across settings as well as differences in expectations of behavior.

The biggest reported concern for X is his poor attendance. X would benefit from having a trusted check-in/check-out adult in the building to set him up to have a positive day. Additionally, this would help him build a routine and transition into attending school on a daily basis. X warrants an attendance plan.

Summary:

Student X, 15, is a 9th grade student at PIT High School. He has been referred for an evaluation by his parents due to overall academic concerns. His parents requested the evaluation to assess if X warrants an educational classification and special education services. Additionally, they are concerned that X's poor attendance may be due to him being unable to keep up with the academic work.

X met with the evaluator for a clinical interview, age appropriate transition assessments, and to be administered cognitive, academic, and social emotional assessments. He was cooperative and respectful throughout, though he required occasional breaks, on-task focusing prompts, redirection, and positive reinforcement.

X demonstrates a wide range of cognitive abilities with notable strengths and challenges. His overall intellectual functioning falls within the Very Low range, though his verbal comprehension skills are a relative strength, falling in the Average range. He is capable of abstract thinking and reasoning verbally, but has weaker performance in areas requiring practical reasoning and vocabulary knowledge. His visual-spatial, working memory, and processing speed skills fall in the Low Average range, indicating he may need additional support with visual organization, sequencing, and completing tasks efficiently. His greatest challenges lie in fluid reasoning, long-term memory, and auditory processing, all in the Very Low range, which may affect his ability to learn and apply new information, solve novel problems, and distinguish speech sounds—particularly impacting academic tasks like reading, spelling, and math problem-solving. He would benefit from strategies that include repetition, extended time, verbal instruction supports, and structured, visually supported learning approaches.

X demonstrates a varied academic profile with a mixture of strengths and significant areas of need. He shows pronounced difficulties in foundational literacy skills—particularly phonemic awareness, decoding, and spelling—which fall in the Very Low to Low Average range. Despite this, his reading comprehension and sentence reading fluency are in the Average range, suggesting he relies heavily on sight word recognition and visual memory rather than decoding. In math, X's calculation skills are in the Very Low range, with some difficulty applying concepts to real-world problems (Low Average). His writing skills are also an area of concern, with poor spelling and challenges with grammar, though he demonstrates emerging abilities in idea development and basic essay structure. His oral language skills vary with his listening

comprehension Average but his expressive abilities are within the Extremely Low range, especially when tasks require verbal fluency or memory. He would benefit from structured, multisensory instruction, extended time, graphic organizers, and frequent review and repetition to support comprehension, written expression, and problem-solving.

X's social-emotional profile shows some discrepancies between his self-perception and his mother's observations. His mother reports concerns with externalizing behaviors such as aggression, conduct issues, attention, adaptability, and daily living skills, placing him in the At-Risk range in several areas. In contrast, X's self-report indicates overall emotional stability, positive school attitudes, and typical adjustment, with all scores in the Normal range. These differences may reflect behavior that varies across settings. The most significant concern is X's chronic absenteeism. Overall, he presented himself as a cooperative and well-mannered student. X requires academic and social support to allow him to access the 9th grade curriculum and ensure a positive transition to high school.

Final recommendations will be made by the team at the educational planning conference.