

### **Confidential Assessment Report**

<ul style="list-style-type: none"> <li>• Name: Colin Quimby</li> <li>• Date of Birth: 28/09/2011</li> <li>• Age: 7</li> <li>• Grade: 2</li> <li>• Parents: Frances and John Quimby</li> <li>• Address: 1234 Quadra St, Victoria</li> <li>• Phone: 778-887-2770</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher: Mr. Wilson</li> <li>• Referred by: Mr. Panbaleo, Reading specialist</li> <li>• Date of Testing: 25/10/2018</li> <li>• Date of Report: 11/27/2018</li> <li>• School Examiner: Emily Menzies</li> <li>• Chronological Age at Time of Report: 7.0</li> </ul>
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#### **REASON FOR REFERRAL**

Colin was referred by the School Based Team for an academic assessment in order to inform instructional decisions, primarily regarding his placement in a specialized reading program.

#### **HISTORY AND BACKGROUND**

The following information has been compiled from interviews with Colin, his mother Frances, and his teachers, Mr. Wilton, and Mr. Pantaleo. Colin's records from his previous school have been requested but not received as of the time of this report.

#### **Family History**

Colin's mother reports that Colin lives with his parents, Frances and John, as well as his sister, Amanda, who is very close in age to Colin and in grade three at the same school as he is. John sometimes has to work away from home for a week at a time, depending on the construction and shipping contracts his employer bids on and Frances recently returned to full time work as a busy book keeper in a regional government office. The whole family are very active in sports and are committed to a healthy lifestyle, such as growing and buying organic food and biking to school together. They have always had a "bath, book, bed" nightly routine that emphasizes reading daily. Neither parent completed post-secondary education but they have high educational aspirations for their children, who attended their uncle's recent graduation from a highly prestigious marine navigation post-secondary program.

#### **Developmental History**

According to Colin's mother, she had a healthy pregnancy and Colin had an easy birth with a midwife. Frances remarked that it was a somewhat demanding to raise two babies born within a year of each other. John and Frances took turns each taking a year off work at a time to care for the children. Both children have met all of their developmental milestones on time. Colin's eyesight and hearing were tested along with all of the students at his first school, and he has had no medical concerns. Colin's teacher reported his athletic abilities are very well developed.

#### **Social Emotional background**

Colin is a happy, healthy child and his mother reports that he enjoys school and has many friends in his new class. The family receives and gives a lot of support within a large extended

Indigenous family in their small, rural community and Colin developed many strong foundational relationships there that he has maintained as the family visits home monthly.

### **Educational Background**

According to Frances, Colin's family moved to Victoria last March due to a variety of factors but mostly due to concerns about the quality of education Colin and his older sister were receiving in their small island school. There are only two classes in the school of 45 students, one which spans kindergarten to grade 3, and the other which includes students from grade 4 to 8. The school offered many creative learning opportunities through the school garden and regular outdoor education field trips, however, Frances and John were particularly concerned about Colin's lack of progress in learning how to read. Colin reported that language arts lessons in his old school consisted primarily of being read to as a whole class. Neither he nor his sister could remember actually being taught the letters or sounds of the alphabet at school.

Colin's parents are much happier with his level of confidence in reading now that he has been enjoying over 6 months of peer-supported reading instruction for 30 minutes, five days a week with Mr. Panbaleo at our large urban elementary school.

Along with Colin's teachers, his parents would like to know if he has now caught up with his peers in reading. Mr. Panbaleo believes Colin has reached his reading learning goals and no longer requires daily specialized instruction, and instead would like him to come in once a week to act as a peer mentor to other children who are struggling in reading. Colin's parents are inclined to keep him in the intensive reading instruction as he really enjoys it and they feel it is helping him a lot, both academically and socially. They are happy to report he is now reading books at home for pleasure. Colin's teacher, Mr. Wilton, would also just like to make sure there are no underlying learning challenges that need to be identified and addressed, so has requested the entire KTEA-3 be administered.

### **Behavioural Observations**

Colin was eager to participate as a classmate of his was administered the KTEA-3 the week before and he was very curious about it. Although he maintained a very cooperative and positive attitude throughout, he appreciated brief breaks between subtests and longer breaks after longer sessions. Overall, Colin demonstrated appropriate interpersonal skills and while he sometimes became reluctant to answer when he was uncertain, Colin usually persevered despite difficulty. He demonstrated several enhancing behaviours such as recognizing and self-correcting errors and self-compensating (such as rehearsing out loud). He had more trouble focusing after an hour of testing so he completed all of the subtests for his age group in a total of three sessions.

### **TEST ADMINISTERED**

The Kaufman Test of Educational Achievement, Third Edition (KTEA™-3), Form A.

The test administrator chose the KTEA-3 to assess Colin's current state of academic achievement because aside from giving norm-referenced scores which compare Colin's performance to that of his age mates across the United States, it provides error analysis, and enables data driven decisions for instructional interventions. However, the KTEA-3's norming samples do not

include Canadians, let alone First Nations students from small rural island communities, so Colin's standardized scores need to be interpreted carefully with this consideration in mind.

## **TEST RESULTS**

The KTEA-3 is composed of 19 subtests, including: Phonological Processing, Math Concepts and Applications, Letter and Word Recognition, Math Computation, Nonsense Word Decoding, Writing Fluency, Silent Reading Fluency, Math Fluency, Reading Comprehension, Written Expression, Associational Fluency, Spelling, Object Naming Facility, Reading Vocabulary, Letter Naming Facility, Listening Comprehension, Word Recognition Fluency, Oral Expression, and Decoding Fluency. The last subtest was not administered in Colin's case, however, as it is only administered to grade 3 students or older and he is still only in grade 2.

In the KTEA-3, scores from these 19 subtests are grouped and interpreted as "composite" scores. The Academic Skills Battery Composite (ASB) includes six key subtests that are grouped into three Core Composites:

1. Reading Composite: which includes subtests on Letter & Word Recognition and Reading Comprehension
2. Math Composite: which includes subtests on Math Concepts & Applications and Math Computation
3. Written Language Composite: which includes subtests on Written Expression and Spelling

### **Core Composites**

All of Colin's Core Composite scores were reported and can be understood as an accurate summary of the subtests they are comprised of.

Based on a review of these core composites, overall Colin's academic skills are well within the average range when compared to the norms for his age. Colin's standard scores of 100 were right on the mean for his age group in the Reading and Writing Composites. However, Colin's scores indicated a relative weakness in the Math Composite. In his Academic Skills Battery Composite, Colin demonstrated relative strengths in written expression and reading comprehension and his scores showed relative weaknesses in spelling, letter/word recognition and math - especially on the subtest in Math Concepts & Applications.

In fact, when comparing Colin's reading composite and his math composite, Colin's scores in reading showed this is now actually an area of personal strength whereas his math skills are an area of personal weakness. There was a significant negative difference between his ASB and his math scores.

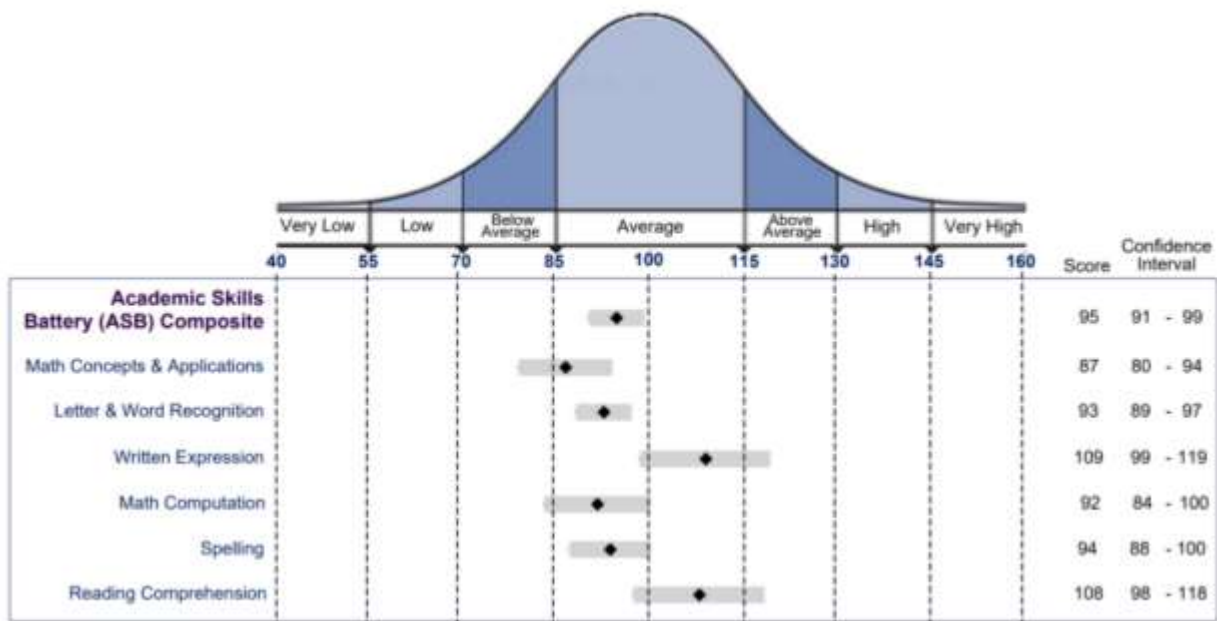
**Composite Standard Score Differences**

Comparison	Difference	Critical Value (.01)	Significant Difference Y/N	Base Rate
Academic Skills Battery vs. Reading	-5	6	N	>15%
Academic Skills Battery vs. Math	7	7	Y	>15%

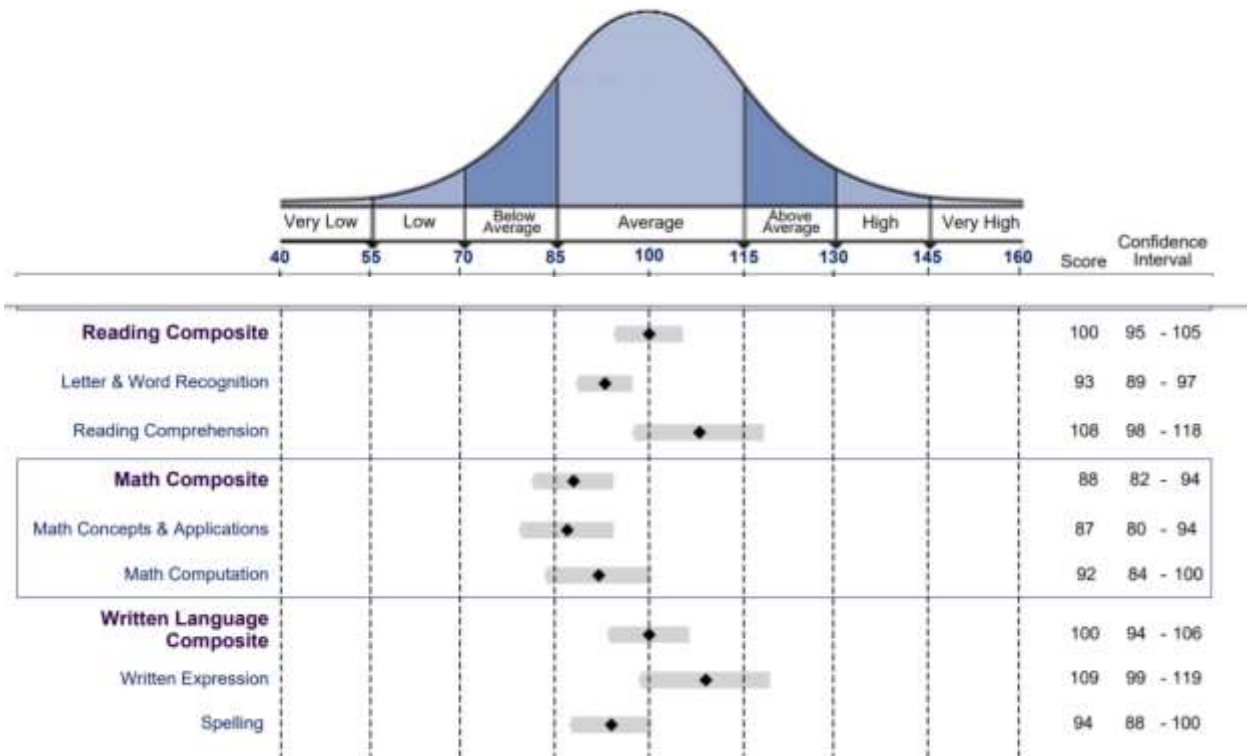
*Note.* A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.

A significant difference between a composite score and the ASB means the composite is either a personal strength (if the difference is negative) or a personal weakness (if the difference is positive).

Academic Skills Battery Composite

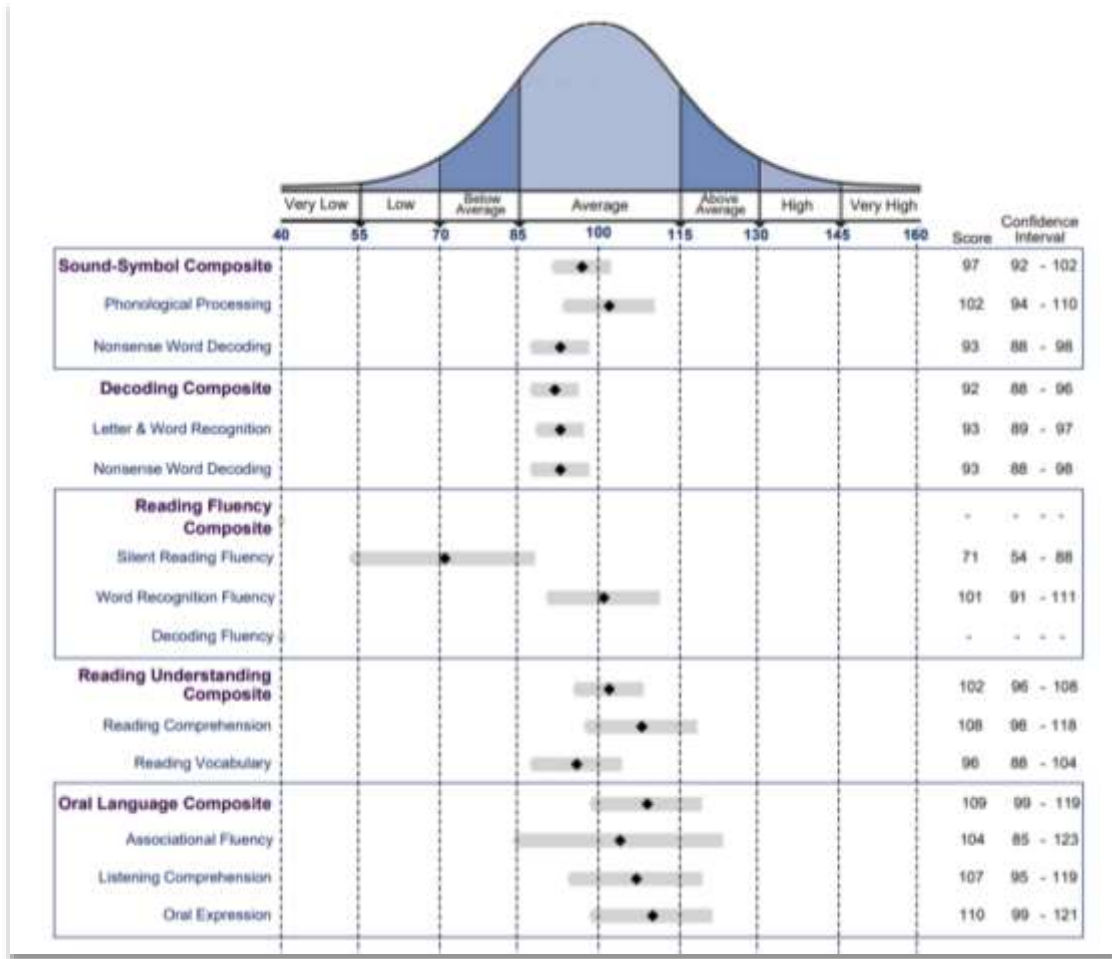


Academic Core Composites



**Supplemental Composites: Set 1**

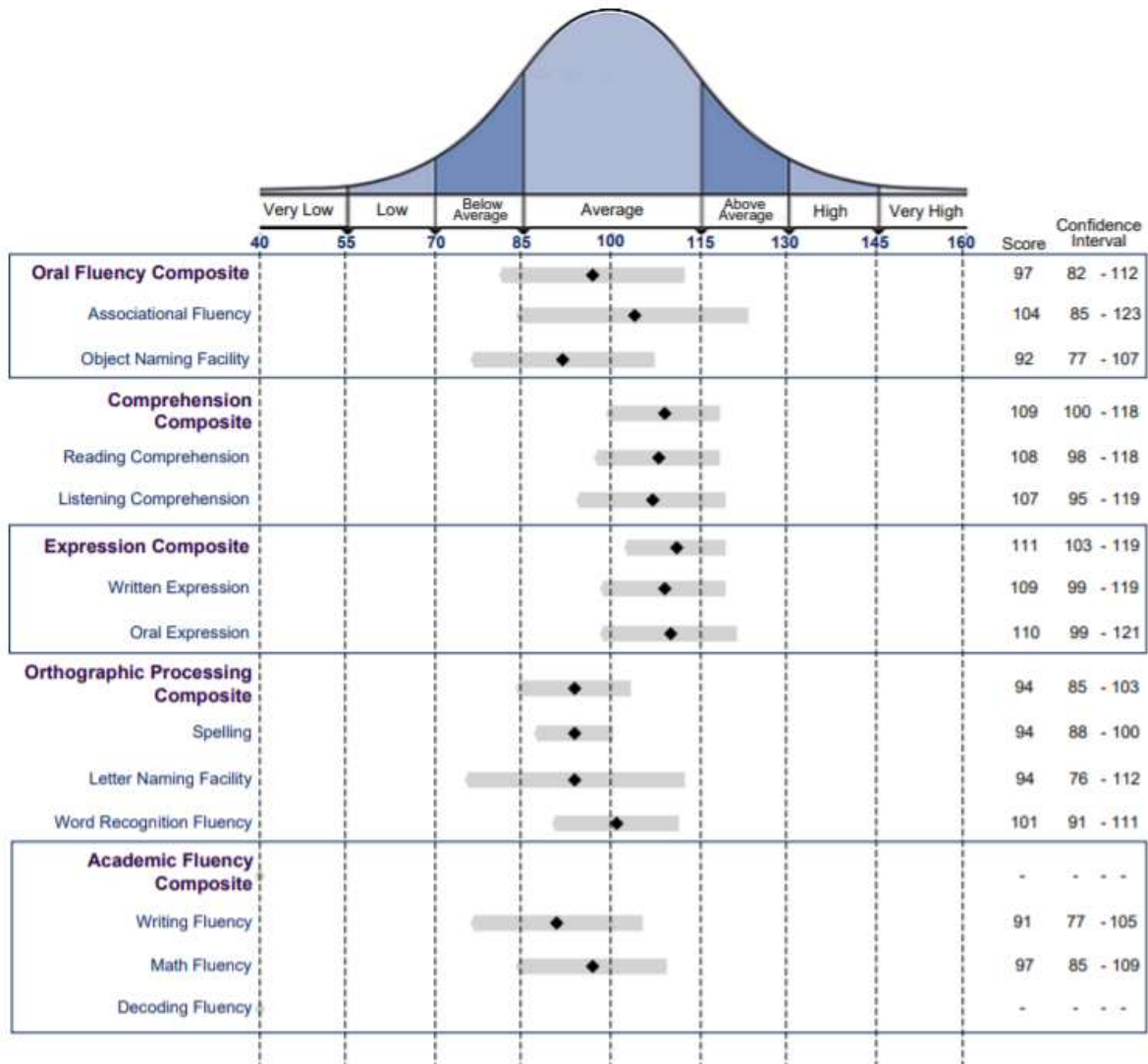
In terms of Colin’s Supplemental Composite scores, he also scored well within the average range, except for one anomaly. The Reading Fluency Composite was not reported because there was a 30-point difference between two subtest standard scores, and the third was not administered due to Colin’s grade level. The Silent Reading Fluency basal was not met, as Colin did not respond correctly to five out of the six teaching items, so this subtest had to be discontinued. This “below average” score is therefore not a helpful assessment, and Colin’s reading fluency should be re-assessed using another test.



Colin’s Reading Understanding Composite was just above the mean for his age, so in this sense he has indeed “caught up” to his peers. It was interesting to note that Colin demonstrated a relative strength in the Oral Language Composite and a relative weakness in the Decoding Composite. Colin’s Reading Comprehension was almost as strong as his Listening Comprehension, revealing that any weakness in reading is still one of letter recognition and decoding.

**Supplemental Composites: Set 2**

Colin’s other supplemental composites were also well within the average range, with his Oral Fluency Composite score just below the mean for his age. He demonstrated a relative strength in his Comprehension and Expression composites. Colin demonstrated a relative weakness in his Orthographic Processing Composite and Academic Fluency Composite, which is to be expected given the previous discussion of his relative weakness in decoding, spelling and letter/word recognition. It was noted repeatedly throughout the assessment that Colin’s formation of both numerals and letters is labored, with many reversals.



**TABLE OF SCORES**

In the KTEA-3, the description of a student’s score ranges between Very Low, Low, Below Average, Average, Above Average, High and Very High. These Descriptive Categories correspond to specific ranges of standard scores which are derived from raw scores achieved on the subtests, and they compare a student’s achievement to that of a normed sample of their age mates. Standard Scores on the KTEA range from 40 to 160, whereby standard scores of 85 - 115 comprise the Average range, and a score of 100 is the mean, mode and median score. Confidence intervals mean that the test administrator is 95% confident that if a student could be given the same test 100 times (without practice effects), their average “true” score would fall within the Confidence Interval shaded in grey. Percentile Rank on the KTEA-3 means that the student scored equal to or better than this percentage of all students when compared to the norms for their age. Age and Grade equivalents are not reported as these often cause misleading interpretations of student scores and level of achievement, especially for parents and classroom teachers who have not been certified in level B assessment.

In the KTEA-3, scores are reported in two tables, Core Composite Score Summary Table and Supplementary Composite Score Summary Table, which follow.

### Core Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
<i>Core Composites</i>						
<b>Academic Skills Battery (ASB) Composite</b>	-	583	95	91 - 99	37	Average
Math Concepts & Applications	27	-	87	80 - 94	19	Average
Letter & Word Recognition	36	-	93	89 - 97	32	Average
Written Expression	57 <sup>1</sup>	-	109	99 - 119	73	Average
Math Computation	22	-	92	84 - 100	30	Average
Spelling	20	-	94	88 - 100	34	Average
Reading Comprehension	16 <sup>2</sup>	-	108	98 - 118	70	Average
<b>Reading Composite</b>	-	201	100	95 - 105	50	Average
Letter & Word Recognition	36	-	93	89 - 97	32	Average
Reading Comprehension	16 <sup>2</sup>	-	108	98 - 118	70	Average
<b>Math Composite</b>	-	179	88	82 - 94	21	Average
Math Concepts & Applications	27	-	87	80 - 94	19	Average
Math Computation	22	-	92	84 - 100	30	Average
<b>Written Language Composite</b>	-	203	100	94 - 106	50	Average
Written Expression	57 <sup>1</sup>	-	109	99 - 119	73	Average
Spelling	20	-	94	88 - 100	34	Average

<sup>1</sup> Indicates a raw score that is converted to a weighted raw score (not shown).

<sup>2</sup> Indicates that a raw score is based on a below grade level item set.



**Supplemental Composite Score Summary Table**

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
<i>Supplemental Composites</i>						
<b>Sound-Symbol Composite</b>	-	195	97	92 - 102	42	Average
Phonological Processing	33	-	102	94 - 110	55	Average
Nonsense Word Decoding	8	-	93	88 - 98	32	Average
<b>Decoding Composite</b>	-	186	92	88 - 96	30	Average
Letter & Word Recognition	36	-	93	89 - 97	32	Average
Nonsense Word Decoding	8	-	93	88 - 98	32	Average
<b>Reading Fluency Composite</b>	-	-	-	-	-	-
Silent Reading Fluency	0	-	71	54 - 88	3	Below average
Word Recognition Fluency	37 <sup>1</sup>	-	101	91 - 111	53	Average
Decoding Fluency	-	-	-	-	-	-
<b>Reading Understanding Composite</b>	-	204	102	96 - 108	55	Average
Reading Comprehension	16 <sup>1</sup>	-	108	98 - 118	70	Average
Reading Vocabulary	13	-	96	88 - 104	39	Average
<b>Oral Language Composite</b>	-	321	109	99 - 119	73	Average
Associational Fluency	25	-	104	85 - 123	61	Average
Listening Comprehension	18 <sup>2</sup>	-	107	95 - 119	68	Average
Oral Expression	32 <sup>2</sup>	-	110	99 - 121	75	Average
<b>Oral Fluency Composite</b>	-	196	97	82 - 112	42	Average
Associational Fluency	25	-	104	85 - 123	61	Average
Object Naming Facility	36	-	92	77 - 107	30	Average
<b>Comprehension Composite</b>	-	215	109	100 - 118	73	Average
Reading Comprehension	16 <sup>1</sup>	-	108	98 - 118	70	Average
Listening Comprehension	18 <sup>2</sup>	-	107	95 - 119	68	Average
<b>Expression Composite</b>	-	219	111	103 - 119	77	Average
Written Expression	57 <sup>1</sup>	-	109	99 - 119	73	Average
Oral Expression	32 <sup>2</sup>	-	110	99 - 121	75	Average
<b>Orthographic Processing Composite</b>	-	289	94	85 - 103	34	Average
Spelling	20	-	94	88 - 100	34	Average
Letter Naming Facility	45	-	94	76 - 112	34	Average
Word Recognition Fluency	37 <sup>1</sup>	-	101	91 - 111	53	Average
<b>Academic Fluency Composite</b>	-	-	-	-	-	-
Writing Fluency	8	-	91	77 - 105	27	Average
Math Fluency	10	-	97	85 - 109	42	Average
Decoding Fluency	-	-	-	-	-	-

<sup>1</sup> Indicates a raw score that is converted to a weighted raw score (not shown).

<sup>2</sup> Indicates that a raw score is based on a below grade level item set.

## **DESCRIPTION OF SUBTESTS**

Each subtest involves specific tasks to measure particular abilities. Colin's performance on each subtest has been assessed and reported, along with any relevant qualitative observations. He

scored in the Average range for all subtests aside from the Silent Reading Fluency subtest as has been discussed.

### **Letter and Word Recognition**

Colin was asked to identify letters and pronounce words, which measured his ability to read real words including regular words, sight words and words with unpredictable patterns. Colin earned a standard score of 93, and we can be 95% confident that his true score lies within 89-97. As indicated by his percentile rank of 32, Colin scored the same or better than 32% of his peers, when compared to the norms for his age. The test administrator observed that Colin guessed at words based on the initial letter, that his errors tended to be visually similar words and that he read words fluently – not letter by letter.

### **Reading Comprehension**

Colin was asked to read a simple instruction then perform the action. Later items involved reading passages and answering comprehension questions. This task measured Colin's ability to comprehend literal and inferential information from written narrative and expository passages. Colin earned a standard score of 108, and we can be 95% sure that his true score lies within 98-118. As indicated by his percentile rank of 70, Colin scored the same or better than 70% of his peers, when compared to the norms for his age. The test administrator observed that when reading aloud, many of the words were decoded incorrectly, yet Colin answered the comprehension questions correctly. Despite decoding errors, Colin was often able to maintain the meaning of what he read. However, sometimes when he made decoding errors, he did not understand what the passage was about at all.

### **Math Concepts & Applications**

Colin was asked to use number lines, clocks, scales, coins, graphs and other images to infer number relationships. This task measured Colin's ability to solve mathematical problems. Colin earned a standard score of 87, and we can be 95% sure that his true score lies within the 80-94 standard score interval. As indicated by his percentile rank of 19, Colin scored the same or better than 19% of his peers, when compared to the norms for his age. The test administrator noted that Colin did not seem to know U.S. scales of measurement, which is not unexpected given that metric, not imperial units of measurement are taught in the Canadian curriculum. Colin also did not seem to know how to read a number line or analog clock. He may have not been exposed to these concepts, as cell phones may be a more familiar source of time and temperature than non-digital devices for Colin so far. He guessed with confidence, however. These particular items have negatively influenced Colin's overall score.

### **Math Computation**

Colin was asked to compute and write answers to addition, subtraction, multiplication, and division problems. This task measured Colin's procedural and computational skills. Colin earned a standard score of 92, and we can be 95% sure that his true score lies within 84-100. As indicated by his percentile rank of 30, Colin scored the same or better than 30% of his peers, when compared to the norms for his age. The test administrator noted that Colin was fairly

confident then hit a wall with double digit addition. Most of his errors were due to use of the wrong operation: Colin added instead of subtracted every time he was faced with a minus sign; it was almost as if he did not recognize subtraction exists. He was, however confident with single addition and he tried to complete many double-digit addition questions. The test administrator observed Colin repeatedly using his finger or pencil to count off the plastic rings in the binding of the stimulus book to help him with addition questions. Colin also reversed the numerals 5, 7, 3, and formed many numerals from bottom to top in a slow and labored manner.

### **Written Expression**

Colin was asked to complete writing tasks in the context of a grade appropriate story, such as: writing sentences from dictation, adding punctuation and capitalization, filling in missing words, completing and combining sentences, writing compound and complex sentences, and writing an essay based on the story. This task measured Colin's ability to communicate effectively through formal writing in untimed conditions. It assessed his use of punctuation, capitalization, spelling and word form to measure his ability to follow the rules and conventions of the English language. Colin earned a standard score of 109, and we can be 95% sure that his true score lies within 99-119. As indicated by his percentile rank of 73, Colin scored the same or better than 73% of his peers, when compared to the norms for his age. The test administrator noted that Colin's error analysis indicated he was strong in word form and structure, but weak in Task. He did not always answer (all aspects of) the question. The test administrator observed that Colin often reread responses to check for errors, but often transposed and reversed letters. He also showed fatigue from writing by shaking his hand.

### **Spelling**

Colin was asked to spell a word that was dictated, used in the context of a sentence, then repeated. Spelling requires fundamental phonological processing skills and knowledge of phonics: how we convert sounds to print and mental representations of orthographic patterns. This task measured Colin's ability to spell both regular and irregular words in isolation and context. Colin earned a standard score of 94, and we can be 95% sure that his true score lies within 88-100. As indicated by his percentile rank of 34, Colin scored the same or better than 34% of his peers, when compared to the norms for his age. The test administrator noted that Colin's error analysis reflected incorrect orthographic representation, not phonetic errors. The test administrator observed that Colin's letter formation was slow and labored, with many letter reversals.

### **Phonological Processing**

Colin was asked to respond orally to items that required rhyming, matching, blending, segmenting, and deleting sounds. This task measured Colin's ability to recognize and manipulate sounds required for decoding and spelling. Colin earned a standard score of 102, and we can be 95% sure that his true score lies within 94-110. As indicated by his percentile rank of 55, Colin scored the same or better than 55% of his peers, when compared to the norms for his age. The test administrator noted that Colin's error analysis indicated that he scored average in all areas except he demonstrated a weakness in segmenting. The test administrator observed that Colin found this subtest both fun and funny; he was clearly unfamiliar with the activity of orally breaking words apart into their component sounds.

**Nonsense Word Decoding**

Colin was asked to decode nonsense words of increasing difficulty, which required him to apply phonics and structural analysis skills. This task measured Colin's ability to decode unfamiliar words. Colin earned a standard score of 93, and we can be 95% sure that his true score lies within 88-98. As indicated by his percentile rank of 32, Colin scored the same or better than 32% of his peers, when compared to the norms for his age. The test administrator noted that most errors were because Colin occasionally transposed, added, or omitted sounds. The test administrator observed that Colin read the words quite fast, blending the unfamiliar words together instead of sounding them out letter by letter or in chunks.

**Reading Comprehension**

Colin was asked to point to one of three words with similar meaning to a target word. Later items required him to read sentence and select word with similar meaning as a target word. This task measured Colin's ability to comprehend literal and inferential information from written narrative and expository passages. Colin earned a standard score of 108, and we can be 95% sure that his true score lies within 98-118. As indicated by his percentile rank of 70, Colin scored the same or better than 70% of his peers, when compared to the norms for his age. The test administrator noted that Colin was confident on early items, then started guessing. However, he answered easily and readily, even when incorrect.

**Associational Fluency**

Colin was asked to say as many words as possible in 60 seconds that belong to a given semantic category, as in for example, "Clothing." This task measured Colin's fluency of word retrieval, which essential for successful reading. Colin earned a standard score of 104, and we can be 95% sure that his true score lies within 85-123. As indicated by his percentile rank of 61, Colin scored the same or better than 61% of his peers, when compared to the norms for his age. The test administrator observed that Colin got a bit stuck repeating the example words and worked hard to come up with unique answers. He didn't use theming strategies to help him remember more words, so for the "clothing" example, he would have said sweat pants, socks... not sweater, sweat shirt, t-shirt, long-sleeved shirt.

**Object Naming Facility**

Colin was asked to name pictured objects that repeated randomly as quickly as possible during two short trials. This task measured Colin's ability to quickly process and articulate information (called "rapid naming) which can be especially useful for detecting learning disabilities in young students. Colin earned a standard score of 92, and we can be 95% sure that his true score lies within 77-107. As indicated by his percentile rank of 30, Colin scored the same or better than 30% of his peers, when compared to the norms for his age. The test administrator noted that Colin tried hard to say the names of the objects very fast at the beginning but seemed to get a bit stressed then stuck, with words catching in his throat, which slowed him down.

**Listening Comprehension**

Colin was asked to listen to a recorded story and then answer verbal questions. This task measured Colin's ability to comprehend literal and inferential information from oral narrative and expository passages. Colin earned a standard score of 107, and we can be 95% sure that his true score lies within 95-119. As indicated by his percentile rank of 68, Colin scored the same or better than 68% of his peers, when compared to the norms for his age. The test administrator observed that Colin sometimes had difficulty understanding the passages if he happened to get slightly distracted at the beginning of the recording. He also seemed to either completely understand everything about a passage or almost nothing at all – he either would say “I don't remember” or would sometimes seem to fixate on one aspect of a story and then answer every question with something to do with that aspect, such as “chocolate” or “3D.”

### **Oral Expression**

Colin was asked to use target word(s) to describe pictures of people and animals doing things. This task measured Colin's ability to orally communicate effectively according to the conventions of the English language. Colin earned a standard score of 110, and we can be 95% sure that his true score lies within 99-121. As indicated by his percentile rank of 75, Colin scored the same or better than 75% of his peers, when compared to the norms for his age. The test administrator noted that Colin had difficulty using target words correctly and he frequently revised his responses after several false starts. Colin's error analysis indicated he was strong in word form and structure, but weaker in Task – he often changed the ending of the target word to make a sentence easier. However, he scored well overall because he often paused to consider before speaking on the more difficult tasks and most of his responses were complete sentences with good word form choices.

### **Letter-Naming Facility**

Colin was asked to name pictured letters as quickly as possible during two short trials. This task measured Colin's ability to rapidly name letters, which is essential for word identification and reading fluency. Colin earned a standard score of 94, and we can be 95% sure that his true score lies within 76-112. As indicated by his percentile rank of 34, Colin scored the same or better than 34% of his peers, when compared to the norms for his age. The test administrator observed that Colin's performance was accurate, but as in the case of the Object Naming Facility subtest, he tried to go very fast, and then got sort of stuck.

### **Word Recognition Fluency**

Colin was asked to read aloud as many words as possible in two short trials. This task measured Colin's ability to quickly and accurately read real words. Colin earned a standard score of 101, and we can be 95% sure that his true score lies within 91-111. As indicated by his percentile rank of 53, Colin scored the same or better than 53% of his peers, when compared to the norms for his age. The test administrator noted that Colin's performance was generally fast and accurate, but that he got fatigued, so he was actually slower on the second trial.

### **Writing Fluency**

Colin was asked to write one sentence for each picture, completing as many as possible within five minutes. This task measured Colin's ability to communicate effectively in writing under timed conditions. Colin earned a standard score of 91, and we can be 95% sure that his true score lies within 77-105. As indicated by his percentile rank of 27, Colin scored the same or better than 27% of his peers, when compared to the norms for his age. The test administrator noticed that Colin's responses were slow and similar in structure, but complete. Colin also demonstrated labored letter and word formation (sometimes he wrote a letter from the bottom to the top, or wrote the second letter in a word before the first. The test administrator that Colin again reversed some of his letters.

### **Math Fluency**

Colin was asked to complete as many computation questions possible within a 60 second time limit. This task measured Colin's speed of computation and math fact automaticity. Colin earned a standard score of 97, and we can be 95% sure that his true score lies within 85-109. As indicated by his percentile rank of 42, Colin scored the same or better than 42% of his peers, when compared to the norms for his age. The test administrator noted that Colin's performance was generally slow and accurate. His numeral formation was slow and labored, he again counted on his fingers or the rings on the stimulus book binding and he made errors due to wrong operation – he added when he should have subtracted. However, he was confident in his addition.

## **SUMMARY**

### **Background**

Colin's family moved to Victoria last March mostly due to concerns Colin's parents were having about the quality of instruction Colin was receiving and lack of progress he was making in learning how to read. They have really appreciated the specialized reading instruction Colin has been receiving 5 days a week with Mr. Panbaleo and would like to see it continue to make sure Colin has indeed caught up to his peers and will excel academically. Mr. Panbaleo believes Colin has actually become a strong reader and is now ready to help mentor weaker readers, with supervision, once a week. Colin's teacher, Mr. Wilton, wanted to make sure there are no underlying learning challenges that needed to be identified and addressed, so requested the entire KTEA-3 be administered.

### **Strengths and Weaknesses**

Overall, Colin's academic skills are well within the average range when compared to the norms for his age. Colin's standard scores of 100 were right on the mean for his age group in the Reading and Writing Composites. However, Colin's scores indicated a relative weakness in the Math Composite. In his Academic Skills Battery Composite, Colin demonstrated relative strengths in written expression and reading comprehension and his scores showed relative weaknesses in spelling, letter/word recognition and math - especially on the subtest in Math Concepts & Applications.

In fact, when comparing Colin's reading composite and his math composite with his Academic Skills Battery Composite as a whole, Colin's scores in reading showed this is now actually an area of personal strength whereas his math skills are an area of personal weakness, as there was a significant negative difference between his ASB and his math scores. It appears Mr. Wilton was correct in requesting the whole KTEA be administered, because Colin's instruction in basic concepts in math may have been compromised by such a focus on his reading. On the other hand, this may be an area where the fact that the KTEA is not norm-referenced for Canadian students has impacted the test's validity and Colin just needs to be taught U.S. forms of measurement in order to be compared with his American peers.

In terms of Colin's Supplemental Composite scores, he also scored well within the average range, except for one anomaly – Silent Reading Fluency, which was 30 points below his Word Recognition Fluency subtest because the administration of the former had to be discontinued immediately due to his incorrect responses to the second set of teaching items, rendering his Reading Fluency Composite score useless.

Nevertheless, Colin's Reading Understanding Composite was just above the mean for his age, so in this sense he has indeed "caught up" to his peers. It was interesting to note that Colin demonstrated a relative strength in the Oral Language Composite and a relative weakness in the Decoding Composite. Perhaps his family's "bath, book, bed" routine since infancy or previous school's emphasis on the teacher reading aloud to the class has helped develop his phonetic processing and receptive language skills, but he still needs to work on his ability to recognize and read letters and words in order to decode new words and develop his reading vocabulary further. Reversals at his age are still within a developmental period, but Colin may have weaker sound-symbol associations as well as some difficulty with his fine motor skills.

Colin demonstrated a relative strength in his Comprehension and Expression composites. His Oral Fluency Composite score was just below the mean for his age. He demonstrated a relative weakness in his Orthographic Processing Composite and Academic Fluency Composite, which is to be expected given the previous discussion of his relative weakness in decoding, spelling and letter/word recognition.

### **Recommendations for further assessment**

Given that Colin did not meet the basal for the Silent Reading Fluency subtest, and therefore we do not have a definitive indication of his ability in this area, it would be helpful if his teachers were able to conduct level A assessments of this skill for Colin and his classmates, such as the GORT-5, or they could administer a timed reading test and count correct words read per minute and compare Colin's score with the Hasbrouck & Tindal (2017) chart. Another option, if available, is to take the Sentence Reading Fluency test from the WJ IV ACH.

Given the concern with the validity of the Math Concepts subtest in the KTEA, another assessment of Colin's skills in this area would be helpful to get a sense of how Colin is doing compared to his Canadian classmates.

As Colin is one grade below the starting age for administering the Decoding Fluency subtest, it would be interesting to administer both the Silent Reading Fluency and Decoding Fluency subtests next year to get a real sense of where he is at in the speed and accuracy of his reading skills. He did not see any of the items beyond the teaching items in the former subtest, so the results would likely be valid.

### **RECOMMENDATIONS**

Based on current assessment results, the following suggestions are offered for consideration at Tier 1, 2 and 3 of the Response to Intervention Model. Colin's parents and teachers may be currently implementing some of these strategies, so they are encouraged to choose those recommendations that best fit with the needs and structure of the classroom and home environment.

#### **Support at School**

- ▶ Tier 1 interventions: depending on the results of level A assessments of math concepts and applications, perhaps the whole class needs to focus on learning the concept and practicing the skills associated with subtraction, as well as how to use number lines, tell time and manipulate units of measurement, including those used in the U.S. Imperial system. Games such as Subtraction BINGO and spelling word Scrambles might be an engaging way for the whole class to practice the skills Colin needs to work on.
- ▶ Tier 2 interventions: If and when Colin continues to participate in Mr. Panbaleo's reading instruction sessions, perhaps it would be helpful to focus peer and small group reading sessions on decoding rather than comprehension strategies.
- ▶ Tier 3 intervention: Colin could likely use some focused instructional time on visual attention to correct letter and numeral reversals. He might benefit from a program to solidify the formation of letters and numbers such as Handwriting without Tears.

#### **Support at Home**

- ▶ Colin's family could help him practice subtraction through using cash for allowance and encouraging him to help make family purchases with cash, predicting and counting how much change he should receive at the till.
- ▶ Colin could be given the materials and tools to practice formal spelling and capitalization through writing activities such as writing Birthday and Christmas cards and/or a family newsletter to email to his friends and extended family in his home community
- ▶ Get and encourage use of analog watch to take responsibility to get to school and sports activities on time
- ▶ Family game night: Play scrabble, Bananagrams or "mystery bag:" where family members take turns to pull items one at a time out of a bag, name the item and say the word one sound at a time, then spell it (in order to practice segmenting and spelling)



- ▶ Continue to encourage Colin to read daily at home, perhaps through a family book club and/or reading aloud regularly to younger cousins

X 

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Inclusive Education Facilitator

PC: Parents