

Writing Assessment Reports

Why do we assess students?

- To determine eligibility
- To identify current levels of performance
- To monitor progress
- To guide IEPs
- To inform teaching

Reports should be written ...

- In an easy to read format
- For parents, general education teachers, special education teachers, support personnel, and, when appropriate, students

Sections of the Assessment Report

- Identifying Data
- Reason for Referral
- Background Information
- Review of Previous Testing
- Classroom Observations
- Tests and Procedures Administered
- Results
- Summary and Conclusions
- Recommendations

Identifying Data

- Student Name
- Date of Birth
- Age
- Grade
- Gender
- School
- Teacher
- Examiner
- Date(s) of Test(s)
- Date of Report

Sample Report: Identifying Data

Name: LarryLarry Stevens

Age at time of testing: 12 years-11 months

Sex: Male

DOB: 4/14/96

Grade: 7-5

Date(s) of Test(s): 1/8/08, 1/12/08, 1/20/09

School: H Middle School

Parents: Ms. Stevens

Teacher: Ms. Johnson

Referred by: Ms. Smith

Examiner: Abby Walters

Date of Report: January 20, 2009

Reason for Evaluation

- Brief overview of why the student is being assessed.
- Provide specific question(s) that need to be answered (referral questions)

Sample Report: Reason for Evaluation

Larry was referred for this assessment by his student support teacher, Ms. Smith. Larry's academic file revealed that he did not pass any courses during the 2nd Quarter due to incomplete homework and late class assignments. With that, a lack of preparation caused for low quiz and test scores. Ms. Smith, wanted more information on Larry's current level of academic performance. Specifically, the questions Ms. Smith asked were:

- What is Larry's present level of performance in mathematics and reading?
- What progress has Larry made in mathematics since November 2007?
- How is Larry's behavior in the school environment compared to his male-peers?
- How will Larry progress with oral reading fluency through the rest of the school year?

Student Background Info.

- Includes medical, educational, and social aspects
- Value judgments should not be made
- Includes only relevant information

Sample Report: Student Background Info.

Educational History. Larry is 13 years, 11 months of age, and currently is in the 7th grade at H Middle School. He has been receiving special education services since the Winter of 2007 during his sixth grade year. His cumulative school file did not contain information prior to the 2007 testing. His mother stated that Larry struggles with organization, math and reading comprehension.

Family History: According to records in his cumulative file, Larry currently lives at home with his family in Spring Hill. His mother reported that Larry is a sweet, loving child that likes spend time outside of the house playing sports. He has an identical twin sister who also resides in the same house as Larry.

Developmental and Medical History: Medical information was requested from the parent in 2007 but was not provided in Larry's record file. Larry's parents report that their biggest concern is his weight. His mother stated that they have tried to put him on a diet a couple of times, but all attempts proven unsuccessful. Records revealed that Larry's vision and hearing was last screened by the school nurse in 2007 and were within normal limits.

Social History. Anecdotal records reveal that Larry has a history of positive social interactions with peers and teachers. Larry reports that his interests/hobbies include sports, particularly basketball and football.

Brief Review of Previous Testing

- Name of test(s)
- Date the test(s) conducted
- Brief description of assessment
- Summary of results in table

Sample Report:

Review of Previous Testing

Larry's had a comprehensive assessment in the Fall of 2007. This assessment took place on November 9 & 16, 2007. Larry was determined eligible for special education serves on 12/13/07 during his 6th grade year. He has since been receiving special education services for a specific learning disability in math calculation and reading comprehension.

Woodcock-Johnson Tests of Achievement-Third Edition (WJ-III)

The WJ-III provides a comprehensive system for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement. The test was normed based on Larry's grade at the time of testing, 6th grade.

CLUSTER/SUBTEST SCORE	Standard Score <i>Mean 100</i> <i>Standard Deviation 15</i>	Percentile Rank	Age Equivalent	Grade Equivalent
Total Achievement	81	11	*	*
Broad Reading	83	12	*	*
Broad Math	75	5	*	*
Broad Written Language	87	19	*	*
Academic Skills	83	13	*	*
Academic Fluency	78	7	*	*
Academic Application	82	12	*	*
Basic Reading Skills	89	23	*	*
Reading Comprehension	73	4	*	*
Math Calculation Skills	74	4	*	*
Math Reasoning	80	9	*	*
Written Expression	90	26	*	*

* specific information not available

According to the results from this assessment, Larry's academic skills were in the low range compared to his peers. When compared to others at his age level his ability to apply written expression skills fall within the average range. His broad reading, basic reading, math reasoning, and broad written language scores are in the low average range. His standard scores are low (compared to same age peers) in reading comprehension, broad mathematics, and math calculation skills.

Classroom Observations

- Brief summary of student performance during 3 observations
- Each observation addresses:
- Peer interactions
- Student strengths and weaknesses
 - Behavior in the classroom
 - Effective/ineffective teaching strategies
 - Environmental considerations

Sample Report:

Classroom Observations

Larry observed on 1/8/09 in his math classroom and on 1/12/09 in the student support service classroom during a quiz. During both observations, Larry appeared to be engaged in instruction and was polite and compliant to teacher instruction. During the observation in the general education, math classroom, Larry became distracted during in-class transitions where the task directions were unclear, which caused him to be unprepared for class since the necessary materials were not present.

Larry responded well to specific task directions when they were provided. He volunteered to answer teacher questions throughout all observations, however he spoke very quietly and the teacher had to ask him to speak up and repeat himself three times. He also interacted well with his peers. Throughout both observations, Larry's strengths were as follows. Larry engaged in teacher instruction, was compliant and polite, and interacted appropriately with peers. Larry's weaknesses were as follows. Larry had problems with in-class transitions, speaking aloud in class, and being prepared with the necessary materials.

Assessment Tool Selection

- Tools fit the purpose of assessment
- Tools are listed and include Curriculum Based Measurement
- Rationale provided
- Appropriate for examiner
- Appropriate for student

Sample Report:

Assessment Tool Selection

Ms. Smith wanted information on Larry's current performance and progress in the area of reading and math. The examiner selected several math and reading subtests from the Woodcock-Johnson Tests of Achievement-Third Edition (WJ-III). The WJ-III was chosen for administration to gather information on Larry's overall academic performance.

Also, Ms. Smith wanted to know how Larry's behavior in the school setting compared to that of his peers. The teacher and student forms of the Social Skills Rating System (SSRS) were chosen for administration for this purpose because it can be filled out quickly and measures social skills, problem behaviors, and perceived academic competence. The parent form was not chosen for completion on this rating scale since his behavior in school as perceived by the teacher and himself was the primary concern during this assessment. This could be completed in the future for additional information if needed.

Finally, Larry was given DIBELS probes to measure his progress in oral reading fluency (measure: correct word) fluency. Larry's instructional level was determined by using his WJ-III scores and then providing him with a variety of reading probes. His median score was at the frustrational level. Therefore, Larry was given 4th grade oral reading fluency probes to measure the number of words correct per-minute.

Results

- Scores listed in table format
- Discusses behavior during testing
- Interprets scores correctly and includes any limitations

Sample Report: Results

Social Skills Rating System (SSRS)

Norms based on age 12-11 and Grade 7.5

Rater	Scale	Subscale	Behavior Level	Standard Score	Percentile Rank
Teacher	Social Skills		Average	84	14
		Cooperation	Average		
		Assertion	Fewer		
		Self Control	Average		
	Problem Behaviors		Average	108	70
		Externalizing	Average		
		Internalizing	More		
Academic Competence		Average	86	18	
Student	Social Skills		Average	112	79
		Cooperation	Average		
		Assertion	Average		
		Empathy	Average		
		Self Control	More		

Ms. Smith completed the teacher form of the SSRS on January 8, 2009. The SSRS-Teacher is a brief questionnaire that is designed to assess a broad range of socially validated behaviors-behaviors that affect teacher-student relationships, peer acceptance, academic performance, and more. Larry completed the student form of the SSRS on January 12, 2009. Larry rated his own social skills behaviors. The SSRS-Student is a brief questionnaire that is designed to assess a broad range of socially validated behaviors.

Larry's test results were normed based on his grade level and gender at the time of testing, which was secondary male. Standard scores on this test have a mean of 100 and a standard deviation of 15. The behavior levels used to rate each scale and subscale have 3 levels: high, average, and low. The results of the both the teacher and student SSRS revealed Larry displays average levels of social skills and slightly below average levels of assertion when compared to other secondary aged boys. This corresponded to anecdotal evidence and observations gathered by this examiner.

Strengths and Weaknesses:

According the results of the SSRS completed by Ms. Smith, Larry shows strengths on the Problem Behavior scale where he earned a standard score of 108, which placed him in the 70th percentile among secondary students. He also displayed average levels of Academic Competence and earned a standard score of 86 on this scale, which placed him in the 18th percentile among secondary students. He earned the lowest score on the Social Skills scale where he earned a standard score of 84, which placed him in the 14th percentile among secondary students. This corresponds to the student observation and Ms. Smith's report, stating that he struggles to assert and advocate for himself.

Summary & Conclusions

- Brief
- Establishes relationships across assessment tools/other information
- Summarizes skill/ability strength
- Summarizes skill/ability deficits

Sample Report: Summary & Conclusions

Larry was a very enjoyable student to work with during these assessments. He gave his best effort and had a positive attitude throughout the assessment. According to the recent assessment he has shown the greatest improvement in his behavioral ratings. The recent SSRS scores displayed that his level social skills has increased considerably since his last assessment. With that, he has made minimal academic progress. Larry's areas of strength were in his ability to demonstrate his knowledge verbally. His story recall score was his highest score, with a standard score of 99 and was in the 48th percentile rank, which means he score better than 58% of his same aged peers. Larry's scores in reading were very low; however there does appear to be some growth in his reading ability as measured by his previous WJ-III reading scores. Given his low scores on the WJ-III it is not surprising that Larry was determined to be at the frustration level as measured by 5th Grade DIBELS reading probes. Administering these probes will not only help to increase his fluency but will also build Larry's confidence when reading. As he continues to practice reading and as his decoding skills continue to improve so will his reading fluency.

Report Recommendations

- Suggest goals
- Goals should meet stated deficits
- Makes suggestions for classroom changes
- Clear and sufficient to develop IEP
- Ongoing assessment plan

Sample Report: Recommendations

Teacher Recommendations

- Provide Larry with concise oral instructions and directions
- After directions or instruction probe Larry for understanding
- Provide Larry with additional opportunities to respond
- Read test directions and questions orally to Larry
- Provide Larry with a peer buddy who could assist him in class
- Due to Larry's short attention span, his work could be "chunked" into smaller segments
- Provide basic math fact instruction and drills
- Teach Larry clues on how to use the appropriate operational signs in math.
- Larry appears to be motivated by both teacher and peer praise, it would benefit him to receive a high level of verbal and sensory (i.e., high fives) praise when he is on task and completing work.
- Encourage Larry to read aloud to adults. This will continue to build his reading confidence.
- Continue to use repeated curriculum based measurement to gauge Larry's academic (reading and math) performance and growth

Parent Recommendations

- Encourage Larry to read aloud at home for 20 -30 minutes a night. This will continue to build his reading confidence and interest.
- Talk to Larry about what he read. Discussing a book or story will help Larry better understand what he read and why he read.
- Help him with learn basic addition and subtraction facts 5 minutes daily.

Student Recommendations

- Larry should use his planner daily to keep track of homework and class assignments.
- Larry should ask a peer or adult for help if he has a question or concern
- If directions are unclear, Larry should ask the teacher or parent to clarify them.
- Larry should try to speak up in class so that everyone can hear him.
- Larry should try to read for 20 – 30 minutes per night.