Tab V p1/5

Kiska, C.

0

D.O.B.: November 30, 2007

WIAT-III (Canadian Edition)							
Composite	Standard Score	Range 95% CI	Percentile	Qualitative Descriptor			
Total Reading	108	104-112	70	Average			
Basic Reading	113	110-116	81	Average			
Reading Comprehension	102	95-109	55	Average			
Mathematics	84	79-89	14	Below Average			
Math Fluency	77	71-83	6	Below Average			
Oral Language	108	101-115	70	Average			
Written Expression	103	98-108	58	Average			



**Ability-Achievement Discrepancy Analysis** 

An Ability-Achievement Discrepancy Analysis (Predicted Difference Method) between Cate's performance on the WISC-V and WIAT-III was conducted. Results indicate a significant disconnect in several areas from what would be predicted given her intellectual ability and her current academic achievement. A significant disconnect in the areas of Listening Comprehension, Word Reading, Pseudoword Decoding, Total Reading, and Basic Reading indicates that Cate is performing *higher* than would be predicted based on her intellectual ability. Contrarily, in the areas of Mathematics and Math Fluency, Cate is performing lower than what would have been predicted based on her intellectual ability as measured by the WISC V.

Social/Emotional Functioning (Parent & Teacher Ratings Scales):

Cate's parents and teacher, completed the **CONNERS Comprehensive Behavior Rating Scale (CBRS)**, which provided a measure of Cate's current overall behavioural adjustment (results are summarized below). Clinically significant *T* scores and Symptom Counts on a given scale, from multiple respondents, indicate consideration of a diagnosis in a given domain.

DSM Oriented Scales		Mother	Father	Teacher
ADHD -Predominantly	T score			*
Inattentive	Symptom			*
manemine	Count			
ADHD -Predominantly	T score			
Hyperactive-Impulsive	Symptom			
71	Count			
Conduct Disorder	T score			
Oomaad Discours	Symptom			
	Count			
Oppositional Defiant Disorder	Tscore	*		
ohlanini – mini	Symptom	*		
	Count			
Major Depressive Episode	Tscore			*

This report is a confidential document and should be handled accordingly; copies may be released only with provision of written permission by parent(s), legal guardian(s), or where age permits the examinee.

			Tab V p2/5
		EDAD Grade l	, , , , ,
		Egne Crace	Seading Book of Anome 2
		Hasen were is	early seed of
Sylvan Insigi	Math Assessmen	ıt	Sylvan Cate is
Name:	Scaled Score		rade Vevel ( almost
Cate Kiska	Scaled Score . Sp5	O to E	quivalent (GLE)
Assessment Date: May 7, 2018 Grade at Assessment:	This score places Cale on a learning progression from grade h through 12 (0-1400). It identifies the best point to start Cate's instruction	other students in North America at the tine same grade in school. For in example, a 4th grade student scoring in the total percentile scored income.	s compares Cate's test score to average grade of other students with America who had the same ore. For example, a GLE of 5.3 icates that the student scored as II as the average 5th grade, 3rd
5th grade; 8th month			inth student
ACADEMIC SKILL:	S ASSESSMENT RESULTS LAL CURRENT GRA	DE IN SCHOOL UPCOMIN	G MILESTONE
98	(GL) (GL) (GL) (SS	$\frac{(5.8)}{(712)}$ $\left(\frac{\text{GLE}}{\text{SS}}\right)$	5 <u>9</u> 755
SKILLS BELOW CATE		ILLS AT CATE'S PLACEMENT:	
<ul> <li>Solving division probler objects or pictures</li> </ul>	-	1/4, etc. hundr	ing that 1 thousand equals 10 eds
Related multiplication a Dividing objects into eq remainder	zal groups with	numerals through 999,999 dentifying place value through undred thousands Writing a numeral as the sum of the values of its digits Solving word problems using Order	ying greater and lesser of ers through 999,999 ying numbers lhat come er after other numbers g 2-, 3-, and 4-digit numbers egrouping ing numbers: least to greatest realest to least
MATH FACTS FLU	ENCY		1
Whole Number Opera	tions	Integer Operations TCo	young for this measurement
Addition	0	Subtraction	0 0
Subtraction Multiplication	e) da	Multiplication	G6-8
Division	10	Division  Beginner Intermed	ate Advanced Automaticity
Beg!nner	Intermediate Advanced Automaticity	ly answer a series of math facts items at a rate of t	au 1141mm-1
		y anonor a sorres or many many many	
CATE'S SELF-ASS			an towards school
Cate completed a self-eva		their current habits, behaviors, and attitud	es towards scrioos.
Academic Perseveran	ce Academic Self-Confidence	School Engagement	

## CATE'S SELF-ASSESSMENT

Academic Perseverance

very low

very high

very low

very high

very high

Cate is very committed to academic success and is able to set and meet academic goals.

Cate exhibits confidence in academic abilities and is willing and able to overcome challenges.

Cate has strong relationships with success-oriented academic and social

## DIRECTOR'S COMMENTS

Cate followed directions well and worked at a normal pace through her assessment. We have identified some gaps she will need to address going forward. She scored herself very well on her self-assessment, meaning she values school and shows a good amount of self-confidence. I believe that with minimal distractions, Cate will work very well through the Math Essentials Program at Sylvan.

ESTIMATED PPOGRAMLENGTH

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# Sylvan Insight Math Assessment

## Key Learning Needs for Cate:

### NUMBERS AND OPERATIONS

- Expressing 1 as fractions 1/1, 2/2, 4/4, etc.
- Matching number words to numerals through 999,999
- Identifying place value through hundred thousands
- Writing a numeral as the sum of the values of its digits
- Solving word problems using addition and subtraction
- Showing that 1 thousand equals 10 hundreds
- Identifying greater and lesser of numbers through 999,999
- Identifying numbers that come before or after other numbers
- Adding 2-, 3-, and 4-digit numbers with regrouping
- Ordering numbers: least to greatest and greatest to least
- Subtracting a number from a 4-digit number with regrouping
- Identifying the necessary information in a word problem
- Identifying extra or missing information in a word problem
- Making change up to and including \$5.00
- Rounding 2- and 3-digit numbers to a given place
- Estimating a sum or difference: two 3- or 4-digit numbers
- Writing and solving division problems
- Using strategies to master the basic multiplication facts
- Multiplication basic facts
- Multiplying a 2- or 3-digit number by a 1-digit number
- Dividing regions into halves, thirds, and fourths
- Identifying division facts related to a multiplication fact
- Relating fractions to shaded parts of regions
- Multiplying 2-digit number by 1-digit number with regrouping
- One-step word problems involving multiplication

At Sylvari learning is personal. Cate's learning plan will change over time in response to performance. Our addiptive learning plan ensures we focus our instruction on connepts Cate needs to be successful while moving quickly through more familian noncepts. As Cute moves through the learning progression, new skills will be added to the learning plan.

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Sylvan Insight	Reading Assessi	Sylvan	
			J Laboratory
Name:	Scaled Score	manus park of the	Grade Level
Cate Kiska	507	E E	guivalent (GLE)
Assessment Date:	This score places Cate on a learning progression from grade K	other students in North America at th	his compares Cate's test score to e average grade of other students
May 7, 2018	through 12 (0-1400). It identifies the best point to start Cate's instruction		North America who had the same core. For example, a GLE of 5.3
Grade at Assessment:		scoring in the 70th percentile scored in	dicates that the student scored as ell as the average 5th grade, 3rd
5th grade; 8th month			onth student.
ACADEMIC SKILLS A	SSESSMENT RESULTS		
INITIAL	CURRENT GRAI	DE IN SCHOOL UPCOMIN	NG MILESTONE
( GLE 46 SS 507	\ ss	$\left(\frac{GU}{SS}\right)$	(F 69 ) (F)
5/7/2018		LLO AT CAMPIO DI ACCIATIO	7
SKILLS BELOW CATE'S P		LLS AT CATE'S PLACEMENT: lentifying the implied main idea in Operiv	ing the meaning of a word
locate information	а	text base	d on its suffix
Using scanning techniques to	dina miornation	etails of a text base	ing the meaning of a word d on its root
Using skimming techniques ideas in a text		Passage 1) word	ing vocabulary through themed units (Unit 4)
Sidentifying and organizing ev sequence	ents in a logical	efining new words using concrete () Deter	mining an author's purpose or re for writing
sequence	OD		ifying fact and opinion in a text
ORAL READING AND	WRITING OBSERVATION	s	
Oral Reading Accuracy		Writing Addresses the topic	47.55 199.60 195.100
Pacing	Santa and Line and	Supports the topic	NO WHAT THE PARTY OF
Phrasing		Organizes smoothly	
Punctuation	STEED STATES	Uses correct grammar	S. 16. 12.
Expression		Uses correct spelling	
,-,	poor fair good strong		poor fair good strong
CATE'S SELF-ASSESS	SMENT		,
Cate completed a self-evaluation	on that asks students to reflect on th	elr current habits, behaviors, and attitud	es towards school.
Academic Perseverance	Academic Self-Confidence	School Engagement	
very low very high	very low very high	very low very high	
<b>A</b>	<b>A</b>		
Cate is very committed to academic success and is able to set and meet academic goals.	Cate exhibits confidence in academic abilities and is willing and able to overcome challenges.	Cate has strong relationships with success-oriented academic and social components.	
DIRECTOR'S COMME	NTS	*	ESTIMATED PROGRAM LENGTH

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# Sylvan Insight Reading Assessment

## Key Learning Needs for Cate:

### COMPREHENSION

- Identifying the implied main idea in a text
- Summarizing the main ideas and details of a text
- Determining an author's purpose or motive for writing
- Identifying fact and opinion in a text
- Comparing and contrasting elements in a story or passage
- · Identifying cause-and-effect relationships in a text
- . Drawing conclusions based on information in a text
- Interpreting visual aids in a text
- Making inferences about text
- Applying comprehension strategies to informational text

Both Dz. Matheson 4 Sylvan Brecher (Doug) stated that comprehension was a by problem for Cate.

Defining new words using concrete context clues

- Inferring the meaning of new words using context clues
- Deriving a word's meaning based on its context
- Deriving the meaning of a word based on its prefix
- Deriving the meaning of a word based on its suffix
- Deriving the meaning of a word based on its root
- Building vocabulary through themed word units (Unit 4)
- Building vocabulary through themed word units (Unit 5)
- Building vocabulary through themed word units (Unit 6)
- Defining homophones based on context
- Defining multiple meaning words

- Orally reading text fluently (Passage 1)
- Orally reading text fluently (Passage 2)
- Orally reading text fluently (Passage 3)
- Orally reading text fluently (Passage 4)

At Sylvan Tearning is personal. Cate's learning plan will change over time in response to performance. Our adaptive learning plan ensures we focus our instruction on concepts. Cate needs to be successful while moving quickly through more familiar concepts. As Cale moves through the learning progression, new skills will be added to the learning plan.

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