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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 Inattentive	<i>T</i> score			*
	Symptom Count			*
ADHD -Predominantly Hyperactive-Impulsive	<i>T</i> score			
	Symptom Count			
Conduct Disorder	<i>T</i> score			
	Symptom Count			
Oppositional Defiant Disorder	<i>T</i> score	*		
	Symptom Count	*		
Major Depressive Episode	<i>T</i> score			*

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.

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EQAO Grade 6

Assessments Reading Book & Answer

Sylvan Insight™ | Math Assessment

Sylvan Learning

Name:

Cate Kiska

Scaled Score

565

Percentile Rank

8th

Grade Level Equivalent (GLE)

5.3

Assessment Date:

May 7, 2018

Grade at Assessment:

5th grade; 8th month

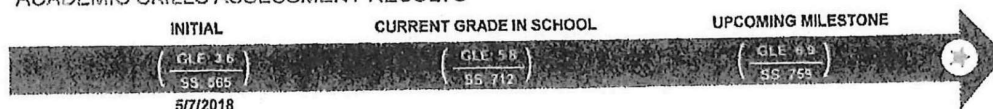
This score places Cate on a learning progression from grade K through 12 (0-1400). It identifies the best point to start Cate's instruction.

This compares Cate's test score to other students in North America at the same grade in school. For example, a 4th grade student scoring in the 70th percentile scored better than 70% of all 4th grade students who took the same test.

This compares Cate's test score to the average grade of other students in North America who had the same score. For example, a GLE of 5.3 indicates that the student scored as well as the average 5th grade, 3rd month student.

Cate is almost done grade five

ACADEMIC SKILLS ASSESSMENT RESULTS



SKILLS BELOW CATE'S PLACEMENT:

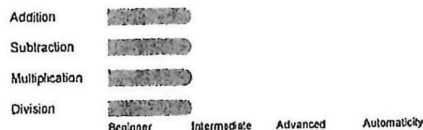
- Solving division problems without using objects or pictures
- Related multiplication and division facts
- Dividing objects into equal groups with remainder
- Multiplying numbers by 7, 8, or 9

SKILLS AT CATE'S PLACEMENT:

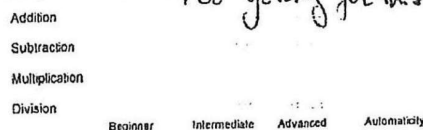
- Expressing 1 as fractions 1/1, 2/2, 4/4, etc.
- Matching number words to numerals through 999,999
- Identifying place value through hundred thousands
- Writing a numeral as the sum of the values of its digits
- Solving word problems using addition and subtraction
- Showing that 1 thousand equals 10 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

MATH FACTS FLUENCY

Whole Number Operations



Integer Operations



too young for this measurement

66-8

Automaticity is achieved in Math Facts Fluency when the student can correctly answer a series of math facts items at a rate of three seconds or less per item.

CATE'S SELF-ASSESSMENT

Cate completed a self-evaluation that asks students to reflect on their current habits, behaviors, and attitudes towards school.

Academic Perseverance

very low very high



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

Academic Self-Confidence

very low very high



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

School Engagement

very low very high



Cate has strong relationships with success-oriented academic and social components.

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 PROGRAM LENGTH

[Empty box for estimated program length]

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Sylvan Insight™ | Math Assessment



Key Learning Needs for Cate:

NUMBERS AND OPERATIONS

- Expressing 1 as fractions $\frac{1}{1}$, $\frac{2}{2}$, $\frac{4}{4}$, 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 Sylvan, learning 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 Cate moves through the learning progression, new skills will be added to the learning plan.

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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 Dr. Matheson
& Sylvan Director
(Doug) stated that
comprehension was a
big problem for Cate.

VOCABULARY

- 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

FLUENCY

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

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