SLD Planning Worksheet for Multidisciplinary Assessment Teams

Using Cross Battery Assessment (XBA)

|  |  |
| --- | --- |
| Student Name |  |
| IEP Due Date |  |
| Proposed Assessment Integration Conference Date |  |
| Proposed IEP Date |  |
| Is the student an English Learner? |  |

|  |
| --- |
| Reason for Referral: |

Taking into consideration the information from record reviews, observations, etc., as well as utilizing the COMPARES\* document, indicate which of the seven (7) CHC broad areas you believe may be strengths (S) or weaknesses (W) for this student. Include other areas of concern, if needed.

|  |  |  |
| --- | --- | --- |
| S | W | Fluid Reasoning (Gf) |
| S | W | Crystalized Knowledge (Gc) |
| S | W | Long-Term Memory (Glr) |
| S | W | Short-Term Memory (Gsm) |
| S | W | Visual Processing (Gv) |
| S | W | Auditory Processing (Ga) |
| S | W | Processing Speed (Gs) |
|  |  |  |
|  |  |  |

\*Comprehensive Organizational Matrix of Processing-Achievement Relations, Evaluating Significance

Cross Battery Assessment Tips

* Remember to assess in all seven CHC Broad Abilities, including a minimum of two (2) subtests for each of the seven broad abilities. Best practices indicate that these 2 subtests should come from qualitatively different narrow abilities.
* If reading decoding is a reason for referral, consider assessing orthographic processing.
* If speech and language skills are also being evaluated, consider collaborating with the SLP to determine if any of the assessment tools being administered will assess CHC abilities.
* Consider the cohesion of subtests within broad ability categories to determine if additional subtests may be needed to interpret broad area score.
* See CHC Broad and Narrow Ability Classifications table from the Cross‐Battery Assessment Software System (X‐BASS®) (Flanagan, Ortiz & Alfonso, 2015).

Planning Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment Category | Assessment Area | Assess  Area?  √ | Who Completes? | Tools/ Subtests to Use |
| Observations | Observation 1 |  |  |  |
| Observation 2 (optional) |  |  |  |
| Processing:  CHC Broad  Abilities | Fluid Reasoning (Gf) |  |  |  |
| Crystalized Knowledge (Gc) |  |  |  |
| Long-Term Memory (Glr) |  |  |  |
| Short-Term Memory (Gsm) |  |  |  |
| Visual Processing (Gv) |  |  |  |
| Auditory Processing (Ga) |  |  |  |
| Processing Speed (Gs) |  |  |  |
| Optional Processing  Areas | Orthographic Processing |  |  |  |
| Cognitive Efficiency |  |  |  |
| Learning Efficiency |  |  |  |
| Retrieval Fluency |  |  |  |
| Sensorimotor |  |  |  |
| Attention |  |  |  |
| Executive Functioning |  |  |  |
| Academic Areas | Oral Expression |  |  |  |
| Listening Comprehension |  |  |  |
| Written Expression |  |  |  |
| Basic Reading Skills |  |  |  |
| Reading Fluency |  |  |  |
| Reading Comprehension |  |  |  |
| Math Calculation |  |  |  |
| Math Problem Solving |  |  |  |
| Other Areas to Assess |  |  |  |  |
|  |  |  |  |