### PSYCHOEDUCATIONAL ASSESSMENT REPORT

**For SLD Identification using Ventura County PSW Model**

**Ventura County SELPA**

**Choose an item.**

Student Name: D.O.B.: Age:

School: Grade: Sex:

Case Manager: Date(s) of Assessment:

Parent(s) Name(s): Type of Report:

Address: Primary Language:

Phone: Home Work: Cell:

*The following report was developed to assist the IEP Team in determining eligibility and need for special education and related services according to the code of Federal Regulations, Sections 300.304 to 300.306. A student shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of impairment requires special education. The decision as to whether or not the assessment results demonstrate that the degree of the student’s impairment requires special education shall be made by the IEP team, including assessment personnel. The IEP team shall take into account all relevant material which is available on the student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student’s eligibility for special education. (From CCR 5 Sec. 3030)*

Assessment materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education rather than measuring the student’s English proficiency.

Materials and procedures were provided in the student’s native language/mode of communication in a form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. If not, explain

**Reason for Referral:**

## Background Information Relevant to This Report:

Environmental, cultural, and economic information:

Health and developmental information:

Educational history:

Relevant educational history –

Data to demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate differentiated instruction in general education settings using state-adopted standards in reading, writing, mathematics and English Language Development (for EL students), delivered by qualified personnel

Interventions provided prior to the current assessment -

Attendance history -

**English Language Development**

Language used in various school settings (e.g., class, playground, with friends) -

Language used at home -

Language development compared to his or her siblings -

Language used for academic instruction -

Evidence of interference/transfer from primary language (L1) to second language (L2) -

Level of Cognitive Academic Language Proficiency (CALP) Basic Academic Language:

**Previous Assessment Information:**

Sources of data Reviewed: (check or indicate “NA”)

Cumulative records

Statewide academic assessment

progress towards goals

CA State Language Proficiency Exam or Alternative

Existing assessment reports: (within three years list below) None

|  |  |  |
| --- | --- | --- |
| Date | Type | Assessor |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Summary of previous data (if applicable):

**Current Assessment Information:**

Taking into consideration relevant information, the following areas of eligibility will be addressed in this report:

* Specific Learning Disability
* [insert other eligibility areas being discussed]

Consistent with California Education Code, the Ventura County Special Local Plan Area (SELPA) has endorsed the use of the Pattern of Strengths and Weaknesses (PSW) model for identifying a Specific Learning Disability (SLD). For students for whom a special education eligibility of SLD is being considered, using the PSW approach, the following is examined:

1. Student exhibits a pattern of cognitive or processing strengths, indicated by a pattern of abilities in the average or above ranges
2. Students exhibits both significant cognitive and academic weakness(es)
3. A research-based link exists between the cognitive and academic weakness(es)
4. The student requires special education to access the core curriculum

Results of Assessment/Present Levels of Academic Achievement and Related Developmental Needs:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| New Assessments Administered: (List all)  (Either describe each assessment in this section, or include description of assessments in results below)   * Student was assessed in all areas of suspected disability. * All tests and materials include those tailored to assess specific areas of educational need. * All assessments were selected and administered so as not to be discriminatory on racial, cultural, or sexual bias. * Each assessment was used for the purpose for which it was designed and is valid and reliable. * Each instrument was administered by trained and knowledgeable personnel. * Each assessment was given in accordance with the test instructions provided by the producer of the assessments. * All tests were selected and administered to best ensure that they produce results that accurately reflect the student’s abilities, not the student’s impairments, including impaired sensory, manual, or speaking skills.   Explanation for any of the above that are not applicable  Many standardized tools have unique qualitative descriptors outlined in their test manual. For the sake of consistency, please refer to the following chart.   |  |  |  | | --- | --- | --- | | Standard Score | Scaled Score | Qualitative Descriptor | |  |  | Very Superior | |  |  | Superior | |  |  | High Average | |  |  | Average | |  |  | Low Average | |  |  | Below Average | |  |  | Well Below Average | |
|  |
|  |
| Behavioral Observations: Observations in classroom and other appropriate settings, including relationship of behavior to student’s academic and social functioning:  Behavior during testing, including relationship of behavior to the reliability of the current assessment results:  **Pre-Academic/Academic Skills:** [provide information about standardized testing and other data sources] |
| Norm-referenced academic assessment  Grade level assessments  Grades  Work Samples  Progress Monitoring  Progress towards Goals (triennials) |
|  |
| **Cognitive Functioning/Processing:**   |  |  |  |  | | --- | --- | --- | --- | | **Attention** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Attention includes self-inhibitory processes that allow one to focus, sustain, and divide attention.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Auditory Processing** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Auditory Processing consists of the processes involved in perceiving, analyzing, synthesizing, and discriminating speech and other auditory stimuli. For purposes of this assessment, discriminating speech sounds [or perceiving auditory stimuli through repetition of nonsense words] was the only part of auditory processing that will be discussed within this section.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Executive Functions** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Executive Functions regulate behavior and cognitive functions during purposeful, goal-directed, problem-solving.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Fine Motor** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Fine Motor processes, such as motor planning, are involved in the control and coordination of small muscle movements that occur in the fingers.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Fluid Reasoning** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Fluid Reasoning includes problem solving and deductive and inductive reasoning.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Oral Language** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Oral Language includes the linguistic processes that allow one to communicate effectively, such as the ability to construct meaningful sentences.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Orthographic Processing** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Orthographic Processing is the ability to visually recognize and remember printed words and parts  of words. It includes the ability to recognize letter sequences and patterns and to spell phonetically  irregular words.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Phonological Processing** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Phonological Processing involves the awareness and manipulation of phonemes, the smallest units of speech that are used to form syllables and words.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Processing Speed** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Processing Speed is how quickly information is processed and how efficiently simple cognitive tasks are executed over a sustained period of time.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Visual-Spatial Processing** | | | | | **Test: Composite/Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Visual-Spatial Processing is the ability to perceive, analyze, synthesize, manipulate, and transform visual patterns and images, including those generated internally. The visual aspect applies to processing static characteristics of an image. The spatial component processes location and movement.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Working Memory** | | | | | **Test: Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | | Verbal Working Memory | | | | |  |  |  |  | |  |  |  |  | | Visual-Spatial Working Memory | | | | |  |  |  |  | |  |  |  |  |   Working Memory is the limited capacity to retain information while simultaneously processing the same or other information for a short period of time. Short-term memory is considered a subcomponent of working memory. Working memory can be examined with verbal and/or visual-spatial tasks.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]   |  |  |  |  | | --- | --- | --- | --- | | **Long-Term Recall** | | | | | **Test: Subtest** | **Standard/Scaled Score** | **Percentile Rank** | **Descriptor** | | Verbal Long-Term Recall | | | | |  |  |  |  | |  |  |  |  | | Visual-Spatial Long-Term Recall | | | | |  |  |  |  | |  |  |  |  |   Long-Term Recall is the delayed recall of new learning and the long-term memory processes of encoding, consolidation, and retrieval. Long-Term Recall can be examined with verbal and/or visual-spatial tasks.  [Insert information here about what types of tasks were administered to the student and how the student performed. This section may also include information from observations, teacher/parent input, etc.]  **Communication:** |
|  |
|  |
| **Gross Motor Abilities:** |
|  |
|  |
| **Social/Emotional/Behavioral Functioning:** |
|  |
| **Vocational/Pre-Vocational/Community Access:** |
|  |
|  |
| **Self-Care/Independent Living:** |
|  |

**Overall Summary and Recommendations:**

Summary

Summary of assessment, including factors affecting educational performance:

Special Education Eligibility

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include phonological processing, attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

The pupil may be determined to have a specific learning disability if he/she exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305.

Consistent with California Education Code, the Ventura County Special Local Plan Area (SELPA) has endorsed the use of the Pattern of Strengths and Weaknesses (PSW) model for identifying a Specific Learning Disability (SLD). For students for whom a special education eligibility of SLD is being considered, using the PSW approach, the following is examined:

1. Student exhibits a pattern of cognitive or processing strengths, indicated by a pattern of abilities in the average or above ranges
2. Students exhibits both significant cognitive and academic weakness(es)
3. A research-based link exists between the cognitive and academic weakness(es)
   * + The Ventura County PSW Procedural Manual includes Comprehensive Matrix of Processing-Achievement Relations, Evaluating Significance (COMPARES) document. The COMPARES is intended to summarize the known relationships between cognitive processing areas and academic achievement areas for CA school assessment teams. Based on a review of existing literature, the COMPARES identifies the most likely psychological processes involved in each area of academic achievement.
4. The student requires special education to access the core curriculum

In addition to the above-mentioned criteria, specific learning disabilities do not include learning problems that are primarily the result of:

* visual, hearing, or motor disabilities,
* intellectual disability,
* emotional disturbance,
* environmental, cultural, or economic disadvantage,
* limited English proficiency
* limited school experience,
* poor school attendance, or
* lack of appropriate instruction in reading or math.

Based on the data that was gathered, it is reasonable to conclude that one of more of the above factors do/do not greatly contribute to Student’s observed learning difficulties.

Based on the information indicated above, the student does/does not appear to meet the eligibility requirements for special education under the classification of Specific Learning Disability using the Pattern of Strengths and Weaknesses (PSW) Model. All final decisions about eligibility are deferred to the IEP team.

Suggested Accommodations and Strategies

The following suggestions are samples of strategies which some children with similar difficulties benefit from. The following are suggestive and should not be included in the IEP unless agreed upon by the team. Parents and teachers are encouraged to modify interventions according to the student’s unique needs and response and to discontinue any suggestions not resulting in positive progress. In order to facilitate a successful school experience for the student, the following suggestions are provided as guidelines:

Possible special education and related services needed or additions or modifications to current services needed to meet goals and participate in general curriculum/appropriate activities (include basis for determination of need):

Need for specialized services and equipment (required for low incidence):

The IEP team will meet to discuss assessment results and make a decision about special education eligibility and services. The purpose of this report is to provide information to assist the team in making that decision.

Date of Report:

Assessors contributing to this report: (Note: If one assessor signs all must sign, otherwise just type in names)

|  |  |
| --- | --- |
| Name | Title |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Copy to:  District Office  Cumulative File  Case Manager  Parent/Adult Student  Related Service(s)