

Collaborative Evaluation Summary Report

Name of Student: Alejandro Nadal

School: Hilltop

Address: 21 Main Street, Nyack, N.Y.

Teacher: Mrs. Gaines

Phone: 358- 4244

Referred by: CST

Date of Birth: April 1, 2004

Date of Testing: 6/12/2013

Grade: 3

Date of Report: 6/24/2013 & 10/1/13 (update)

Parent's Names: Miguel/Maria

Chronological Age: 9-2

Examiner: (your name)

Background Information and reason for Referral

Alejandro is a third grade student in a general education class who loves to ride his mountain bike with his cousin Miguel. He has experienced many difficulties in school and has been referred to the Child Study Team. Alejandro and his family recently moved here from a neighboring school district where it was reported that he was also having difficulty academically and socially. It was suspected that the sending school district was preparing to classify him as a child with a disability until the family suddenly moved to Nyack. Alejandro lives with his mother, his stepfather and two step sisters (ages 12 and 14). The family's home language is primarily Spanish with some conversational English spoken at home.

Review of School Records

A review of the records from the sending school district indicated that Alejandro's past teachers were concerned not only about his academic progress but also with his behavior in the classroom. A prereferral form indicated that the teacher was requesting assistance to manage his "hyperactivity" and "lack of attention." Before any meeting could take place to go over the results of the testing, the parents suddenly moved.

Parent Interview

Alejandro's parents indicated that socially he behaves like a little kid at home but when he helps out at the family grocery store he does a good job. His responsibilities include stocking items, counting supplies, and helping customers. They reported that he has been working in the store for a few years now. His school work is not too good but he is a smart boy. He has difficulty playing with his siblings and cousins. He has a bad temper, ever since he was a little boy. Alejandro's mother reports that she had to work to support the family so she didn't go to school but she wants Alejandro to have a good education and would like to help him. Alejandro tells his mother often that he does not like school.

Teacher Interview

Alejandro appears to be ignored and avoided by the other children. He does have some problem behaviors on the playground and in the classroom. He often talks out when another student is trying to answer a question. He finds excuses for not having a book to read or for not having his homework completed. His reading skills are considerable below the other children in the classroom. He has few sight words and has scattered skills in decoding unknown words. His comprehension is low. That may be due to the fact that he seems to have difficulty in concentrating when another child is reading. Alejandro has average skills in mathematics. Both addition and subtraction skills appear to be strong. He is beginning to construct number sentences in multiplication.

Classroom Observations

Observations were made in the classroom and on the playground. One set of observations took place over the course of a day, during which a running record of the student's behaviors in the classroom was taken at various intervals. Outside of the classroom, the student was observed during lunch period and recess. Alejandro had difficulty in reading activities; he was unable to find a book that he wanted, long after the other children had settled on a book and had begun reading. During the sustained silent reading time he frequently dropped his pencil, looked in his desk, and asked to go to the bathroom. When the children moved to the carpet area for read aloud times, Alejandro quickly chose a place to sit. Once the teacher began reading, he enjoyed seeing the displays of illustrations and answered questions relative to the story. During the reading, Alejandro fidgeted and played with a small toy until the teacher asked him to put it away. Later he repeatedly poked and then pushed another child seated nearby. During group work times Alejandro was off task frequently, gazing out the window, and walking around the room. The one exception to this was during mathematics. He worked in cooperative settings, participated and stayed on task during the entire period. During recess Alejandro played with three boys from another classroom, but the same grade level. They participated in rough and tumble play; but Alejandro often misread meaning from the interactions, and about half the time became upset, sometimes becoming physically aggressive.

Informal Assessments

With the help of his teacher, Alejandro completed the "My Beliefs about Reading" checklist. He responded "never" when asked the following questions:

1. I like to read at school.
2. I like to read at home.
3. I talk with my friends about what I read.
4. I think that I am a good reader.

Curriculum-based Assessment

Alejandro's teacher provided the following information about a curriculum-based assessment in reading. Using our district's assessment resources I selected three 50 word passages at the preprimer and primers levels and arranged them in order of difficulty. On three successive days, beginning with the easiest passage and proceeding to the more difficult ones, Alejandro read orally one of the passages. I used an mp3 player to record his reading and I kept track of the total number of seconds it took for him to read each I calculated the number of correct words he read per minute. I recorded Alejandro's errors which included omissions, substitutions, additions, self-corrections, and pauses.

Here is the summary of accuracy on the three passages:

Levels of Accuracy on Three Reading Passages

Day 1— K-1 level 80%

Day 2—grade 2 level 60%

Day 3-grade 3 level 40%

After he read each passage I asked Alejandro six comprehension questions that I developed including text-explicit questions which were factual questions, text-explicit questions which could be implied from the passages, and script-implicit questions which required Alejandro to combine prior knowledge with the details from the passages. Alejandro, for the most part, responded correctly to the factual questions but struggled with the text-explicit and the script-explicit ones.

Standardized Assessments:

Wechsler Intelligence Scale for Children-III (WISC-III): Date of Test - 06/12/2013

Full Scale IQ: 98 %ile rank -49

Verbal IQ: 89 %ile rank -30

Performance IQ: 107 %ile rank -69

Wechsler Individual Achievement Test-II (WIAT-II) Date of Test - 06/13/2013

Subtest	Standard Score	Percentile
Word Reading	68 (64-72)	2
Comprehension	71 (66-76)	3
Decoding	65 (61-69)	1
Reading Composite	63 (61-65)	1
 Mathematics		
Numerical Operations	78 (67-89)	7
Math Reasoning	94 (87-101)	34
Math Composite	84 (77-91)	14
Spelling	101 (95-107)	53
Written Expression	90 (81-99)	25
Written Lang. Composite	94 (88-100)	34
 Oral Language		
Listening Comprehension	105 (95-115)	63
Oral Expression	111 (103-119)	77
Language Composite	109 (102-116)	73
Total Composite	83 (79-87)	13

Using the above data, as well as relevant knowledge derived from the courses in the MSE program, develop an Individual Education Plan which provides academic, social, physical and management goals to enable the child to be involved in and make progress in the general education curriculum.