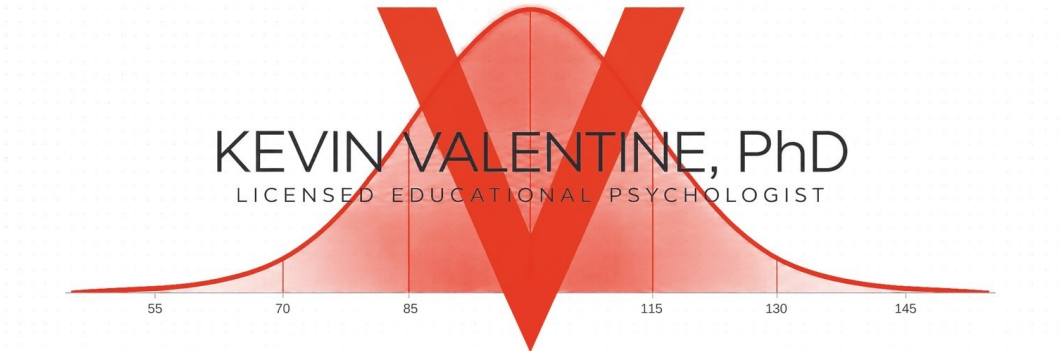


PSYCHOEDUCATIONAL EVALUATION REPORT

} Student Demographics

Ed. Code §56321 · 34 CFR §300.304

STUDENT NAME	Jordan A. (fictional)	SCHOOL	Sample High School
BIRTHDATE	11/02/2011	GRADE	9
CHRONOLOGICAL AGE	14 years, 10 months	CASE MANAGER	M. Chen (fictional)
PRIMARY LANGUAGE	English	DATE OF CONSENT	08/26/2026
TYPE OF ASSESSMENT	Initial	REPORT DATE	09/29/2026

Confidentiality Statement: *All information contained in this report is confidential and cannot be released without the expressed written consent from the parent/legal guardian.*

This report was developed to assist the Individualized Education Program (IEP) team in determining eligibility and need for special education and related services. A student shall qualify as an individual with exceptional needs if the results of the evaluation demonstrate that the degree of impairment requires special education. The IEP team, including assessment personnel, shall decide whether or not the evaluation results demonstrate that the degree of the student's impairment requires special education.

} Reason for Referral

Ed. Code §56320(f) · 34 CFR §300.304(c)(4)

Jordan was referred for an initial multidisciplinary educational assessment to assist the Individualized Education Program (IEP) team in determining whether Jordan meets eligibility criteria for special education and requires special education and related services.

The assessment examines Jordan's learning abilities, academic achievement, social-emotional functioning, and other areas of suspected disability, with consideration of vision and hearing information. Findings will identify Jordan's educational strengths and needs and inform educational planning. The suspected disability category under consideration is Specific Learning Disability.

The referral was made by the parent and the ninth-grade support team because of persistent difficulty with reading fluency, spelling, and written work that has continued despite classroom support. Jordan reads well below grade level, avoids reading aloud, and takes much longer than peers to finish written assignments. Grades in English and Social Science have fallen from the B/C range in middle school to the D/F range in the first grading period.

The IEP team makes the final eligibility, placement, and service decisions after considering all relevant assessment findings and input from team members, including the parent or guardian.

Based on a review of existing assessment data, including information provided by the parent, current classroom-based assessments and observations, and teacher observations, additional data is needed to determine:

- whether Jordan has a qualifying disability,
- Jordan's present levels of functioning and individualized educational needs,
- whether Jordan requires special education services, and
- what supports and program features would help Jordan make progress.

Areas of suspected disability assessed: academic performance (reading, written expression, mathematics), cognitive ability, psychological processing, social-emotional functioning, and adaptive behavior.

A student's performance in school is the product of many factors. Some of the more pertinent factors include school attendance, parent participation in the education process, cognitive abilities, health, motivation, teaching style, peer relations, academic self-esteem, and study skills. No evaluation can fully account for all the factors affecting a particular student's learning. This evaluation meets the requirements in the area of assessment related to the suspected disability, necessary for the determination of eligibility for special education only and is not to be considered all inclusive.

} Procedural Compliance & Legal Basis

Ed. Code §§56043, 56321, 56322, 56324, 56344 · 34 CFR §§300.301, 300.304

EVENT	DATE
Written referral received by the district	08/10/2026
Assessment plan provided to parent (within 15 calendar days of referral)	08/20/2026
Signed parental consent received	08/26/2026
Assessment sessions	09/09, 09/11, 09/16/2026
Classroom observations	09/09 and 09/14/2026
Written report completed	09/29/2026
IEP meeting deadline (60 calendar days from consent, excluding school breaks over five days; deadline falls on a Sunday)	hold by 10/23/2026

Examiner qualifications. This assessment was conducted by a credentialed school psychologist and Licensed Educational Psychologist who is trained in the administration of every instrument used (Ed. Code §§56322, 56324).

Language and mode of communication. All assessments were given in English, the language Jordan uses at home and school, and in Jordan's usual mode of communication (Ed. Code §56320(a)).

Larry P. review. Before any standardized intelligence test was given, the family's report and school records were checked to confirm how Jordan is identified, consistent with the continuing *Larry P. v. Riles* injunction. No restriction applied to this evaluation.

} Health/Developmental

Ed. Code §56327(e) · 34 CFR §300.304(b)(1), §300.305(a)(1)

Sources: parent interview and intake form, school health record, and cumulative file. Jordan was born at term after an uncomplicated pregnancy. Early speech and motor milestones were reported as typical, with some delay in learning letter names and sounds in kindergarten. There is a family history of reading difficulty (father and a maternal uncle). Jordan has no medical diagnoses, takes no medications, and has no history of head injury or hospitalization. There is no individualized health plan on file at school.

Vision and Hearing

Jordan's hearing and vision screenings took place on 08/18/2026. Jordan passed the hearing screening and passed the vision screening. For additional information pertaining to Jordan's current medical status, please refer to the information provided by the school nurse, R. Alvarez, RN (fictional). The school nurse reported no additional educationally relevant health problems affecting Jordan's academic progress. Motor skills were observed to be within normal limits during testing.

} Education History

34 CFR §300.304(b)(1), §300.309(b) · Ed. Code §56327(g)

Jordan is a 14-year-old student currently attending Sample High School. Jordan has attended district schools since kindergarten and has had no extended gaps in schooling. Records show reading-skill concerns first noted in 2nd grade, small-group reading support in grades 3 to 5, and a school-based multi-tiered system of support (MTSS) plan in 8th grade with weekly reading intervention. Progress-monitoring data from the intervention showed oral reading fluency growth of about 0.4 words per minute per week, well below the 1.5 expected to close the gap. Jordan has never been retained, has not had a prior special education referral, and has never received instruction in a language other than English.

Environmental, Cultural, and Economic Information

Jordan was born in Bakersfield, California on 11/02/2011 and resides with Jordan's mother, Alex A. (fictional), and a younger sibling in Sample City, California. The family reports stable housing and consistent access to books and a quiet study space.

Language Proficiency Data

Jordan's primary language is English. Jordan speaks English at home and has never been classified as an English Learner.

Attendance

Jordan has attended 47 full days out of 50 school days, making Jordan's attendance rate 94%. Attendance during the previous school year was 96%.

Discipline

ACADEMIC YEAR	REFERRALS	SUSPENSIONS (DAYS)
2026-2027*	0	0
Cumulative	0	0

Year in progres

Jordan has received no disciplinary infraction referrals so far this year and has not been suspended. Cumulatively, Jordan has no referrals and no days of suspension.

Current Schedule

PERIOD	COURSE	TEACHER	GRADE
1	English 9	L. Rivera (fictional)	D
2	Algebra 1	S. Patel (fictional)	B
3	Biology	T. Nguyen (fictional)	C
5	World Geography	D. Brooks (fictional)	D
6	Art 1	C. Lopez (fictional)	A
7	Physical Education	J. Reed (fictional)	B

} Previous Test Scores

34 CFR §300.305(a)(1) · Ed. Code §56320

Available assessment reports gathered through a review of records include the following:

Prior Cognitive Assessments

TEST	DATE	RESULTS
None on file		

Prior Processing Assessments

TEST	DATE	RESULTS
None on file		

Prior Academic Achievement Assessments

TEST	DATE	RESULTS
None on file		

Prior Social Emotional Assessments

TEST	DATE	RESULTS
None on file		

State Testing

The school and state results below were also reviewed and are consistent with the current findings.

DATE	GRADE	MEASURE	RESULT
Spring 2025	7	CAASPP English Language Arts / Literacy	Standard Nearly Met (Level 2)
Spring 2025	7	CAASPP Mathematics	Standard Met (Level 3)
Fall 2025 – Winter 2026	8	District oral reading fluency progress monitoring	79 to 84 words per minute over 12 weeks (grade-level benchmark: 150)
Spring 2026	8	CAASPP English Language Arts / Literacy	Standard Not Met (Level 1)
Spring 2026	8	CAASPP Mathematics	Standard Met (Level 3)

Reading performance has declined relative to peers as grade-level text has become more demanding, while mathematics has stayed on grade level across both years.

} Assessment Procedures & Instruments

Ed. Code §56320(b)–(c), (e) · 34 CFR §300.304(b)–(c)

In alignment with state and federal guidelines, no single test, procedure, or score was used to determine Jordan's eligibility for special education services. Assessment results were considered in conjunction with multiple sources of information, including teacher and parent input, classroom observations, work samples, interviews, record reviews, and other relevant educational data. Both formal and informal assessment measures were utilized to ensure a comprehensive evaluation of the student's strengths and areas of need.

The assessors considered the student's racial, cultural, and linguistic background when selecting and administering assessment measures. Assessment tools and procedures were selected and administered so as not to be racially, culturally, or sexually discriminatory. All assessments administered are valid for their intended purposes unless otherwise noted within this report. Additionally, Jordan was assessed in all areas related to the suspected disability.

Jordan's primary language is English, and all of Jordan's instruction is delivered in English. Based on these factors, assessment in English was determined to be the most appropriate method for obtaining valid and reliable information regarding the student's current level of functioning. From a review of prior educational records, behavioral observations, and input from the IEP team, the following procedures were selected in order to address the reasons for referral:

PROCEDURE	PURPOSE	DATE(S)
Review of records (cumulative file, health, attendance, MTSS data)	History and prior intervention	through 09/08/2026
Parent, teacher, and student interviews	Concerns, strengths, functioning	09/02–09/11/2026
Classroom observations (English, Algebra)	Behavior in natural settings	09/09, 09/14/2026
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)	Cognitive ability	09/09/2026
Woodcock-Johnson V Tests of Achievement (WJ V)	Reading, writing, math achievement	09/11/2026
Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)	Phonological processing	09/11/2026

PROCEDURE	PURPOSE	DATE(S)
Behavior Assessment System for Children, Third Edition (BASC-3): parent, teacher, self-report	Social-emotional and behavioral functioning	09/02–09/16/2026
Adaptive Behavior Assessment System, Third Edition (ABAS-3): parent form	Daily living and adaptive skills	09/02/2026
Informal reading and writing samples	Error analysis and applied skills	09/16/2026

} Classroom Observations

Ed. Code §56327(c)–(d) · 34 CFR §300.310

During the classroom observations, data was collected to evaluate Jordan's on-task behavior. Data was taken using a momentary time sampling procedure to record behaviors occurring at the end of each one-minute interval across the observation period. It is important to define the behaviors measured during this period of instruction when interpreting the results. At the end of every interval, it was noted whether Jordan was actively on-task, passively on-task, off-task verbally, off-task passively, or off-task and engaged in a motor activity. Another peer was randomly selected as a comparison.

Observation 1

Date: 09/09/2026 · **Setting:** 9th-grade English, general education classroom · **Length:** 45 minutes

BEHAVIOR OBSERVED (MOMENTARY TIME SAMPLING)	JORDAN	PEER
Actively on-task	32%	60%
Passively on-task	20%	28%
Off-task verbal	0%	2%
Off-task passive	40%	6%
Off-task motor	8%	4%
Total on-task	**52%**	**88%**

During teacher-led discussion Jordan sat near the front, followed along, and answered two questions correctly. When the class moved to silent reading of a short story, Jordan looked at the page but did not turn it for several minutes, then put a head down on a folded arm. When the teacher asked students to read a paragraph aloud, Jordan asked to go to the restroom and returned after the turn had passed. During the written response, Jordan wrote two sentences while peers wrote full paragraphs, and erased often.

Observation 2

Date: 09/14/2026 · **Setting:** Algebra 1, general education classroom · **Length:** 40 minutes

BEHAVIOR OBSERVED (MOMENTARY TIME SAMPLING)	JORDAN	PEER
Actively on-task	58%	55%
Passively on-task	32%	31%
Off-task verbal	4%	6%
Off-task passive	4%	5%
Off-task motor	2%	3%
Total on-task	**90%**	**86%**

Jordan was attentive and participated, solved three of four board problems correctly, and helped a neighbor with a graphing step. No avoidance or off-task behavior beyond that of the comparison peer was seen. The contrast between the two settings suggests the difficulties are tied to reading and writing demands rather than to general attention or motivation.

} Test Observations

Ed. Code §56327(c) · 34 CFR §300.304(c)(1)(v)

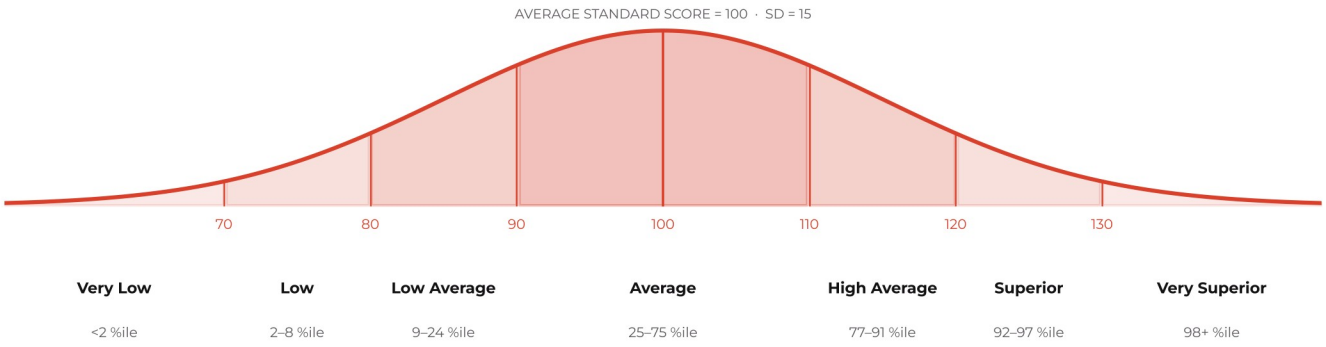
	GOOD	FAIR	POOR	COMMENTS
Motivation/Effort	X			Steady effort on every task, including reading tasks that were difficult
Attention	X			Sustained attention across all three sessions; no redirection needed
Rapport	X			Polite and cooperative; rapport easily established

Jordan arrived on time for all three sessions. Jordan became visibly tense and spoke more quietly on reading and spelling tasks and said, "I just can't sound these out." Breaks were offered and taken twice. Directions were understood without repetition on verbal and visual tasks. **The results are considered a valid estimate of Jordan's current abilities.**

} Assessment Results & Interpretation

Ed. Code §56320(b)–(c), §56327(b)

Standard scores have an average of 100 and a standard deviation of 15 (T-scores: average 50, standard deviation 10). Confidence intervals show the range in which the true score is likely to fall. Scores are estimates, not exact values, and are interpreted together with observation and history. See Appendix A for the score guide.



Cognitive

Cognitive functioning is a multifaceted construct that reflects the mental processes used to acquire, organize, retain, retrieve, and apply information. These processes may include **verbal comprehension**, or the ability to understand and reason with language-based information; **fluid reasoning**, or the ability to identify relationships, recognize patterns, and solve novel problems; **visual-spatial processing**, involving the perception, analysis, and manipulation of visual information; **working memory**, or the ability to temporarily hold and mentally manipulate information; **processing speed**, reflecting the efficiency with which simple or routine cognitive tasks are completed; **long-term retrieval**, involving the storage and efficient retrieval of previously learned information; and **auditory processing**, including the ability to perceive, discriminate, and analyze auditory information.

A comprehensive evaluation of cognitive functioning considers patterns of performance across these processes rather than relying solely on a single overall score. Results are interpreted in conjunction with behavioral observations, developmental and educational history, academic performance, and other relevant assessment data to identify areas of relative strength and weakness and to better understand the cognitive processes that may influence the student's learning and educational performance.

IQ tests measure only a portion of the competencies involved with human intelligence. IQ test results are best seen as estimates of likely performance in school. This information is useful, but limited. IQ tests do not reflect innate genetic capacity and the scores are not fixed. Some persons do exhibit significant increases or decreases in their measured intellectual abilities over time. Therefore, results should be viewed with caution and used as baseline estimates of this child's intellectual functioning.

STANDARD SCORE	SCALED SCORE	PERCENTILE	DESCRIPTOR
131 and above	17 and above	98 and above	Very Superior
121–130	15–16	92–97	Superior
111–120	13–14	77–91	High Average
90–110	8–12	25–76	Average
80–89	6–7	9–24	Low Average
70–79	4–5	2–8	Low
69 and below	3 and below	below 2	Very Low

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)

Administered by Kevin A. Valentine, PhD, Licensed Educational Psychologist, on 09/09/2026.

Jordan's overall cognitive functioning was measured by the *Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)*. The *WISC-V* is a comprehensive measure of a child's intellectual ability. The Full Scale Intelligence Quotient (FSIQ) represents a global estimate of cognitive ability. Four indices and the correlated subtests from which they are derived measure multiple facets of intelligence. The composite index scores may also provide further diagnostic evaluation as a means of identifying strengths and weaknesses. The five composites are: Verbal Comprehension Index (VCI), Visual Spatial Index (VSI), Fluid Reasoning Index (FRI), Working Memory Index (WMI), and Processing Speed Index (PSI).

INDEX / CLUSTER	STANDARD SCORE	95% CONFIDENCE INTERVAL	PERCENTILE RANK	DESCRIPTIVE RANGE
Verbal Comprehension Index (VCI)	98	91–105	45	Average
Visual Spatial Index (VSI)	101	93–109	53	Average
Fluid Reasoning Index (FRI)	104	96–111	61	Average
Working Memory Index (WMI)	88	81–97	21	Low Average
Processing Speed Index (PSI)	85	77–95	16	Low Average
Full Scale IQ (FSIQ)	96	91–101	39	Average

WISC-V SUBTEST	SCALED SCORE	DESCRIPTOR
Similarities	10	Average
Vocabulary	9	Average
Block Design	10	Average
Visual Puzzles	10	Average
Matrix Reasoning	11	Average
Figure Weights	11	Average
Digit Span	8	Average
Picture Span	8	Average
Coding	7	Low Average
Symbol Search	8	Average

Jordan's overall reasoning ability is in the Average range. Verbal reasoning, visual-spatial reasoning, and fluid reasoning are all Average, and Fluid Reasoning is a relative strength. Working Memory and Processing Speed are in the Low Average range and are significantly lower than the reasoning scores. These two areas are commonly linked to difficulty with fluent reading and writing. Because the difference among index scores is meaningful, the Full Scale IQ is a summary rather than the best single description of Jordan's abilities, and eligibility decisions did not rest on it.

Academic

Academic achievement is a multifaceted construct encompassing the development and application of skills across several areas of learning. These include **oral expression**, or the ability to communicate ideas effectively through spoken language; **listening comprehension**, or the ability to understand and interpret spoken information; **basic reading skills**, including word recognition,

decoding, and phonetic skills; **reading fluency**, or the ability to read accurately, efficiently, and with appropriate automaticity; **reading comprehension**, or the ability to understand, interpret, and derive meaning from written text; **written expression**, including the organization and communication of ideas through written language; **mathematics calculation**, involving the accurate and efficient use of mathematical operations and procedures; and **mathematics problem solving**, involving the application of mathematical concepts and reasoning to solve problems.

A comprehensive evaluation of academic achievement considers performance across these skill areas using multiple sources of information, which may include standardized measures, curriculum-based assessments, classroom performance, educational records, and observations of relevant academic behaviors. Results are interpreted collectively to identify patterns of academic strengths and weaknesses and to determine how the student's skills compare with age- and grade-level expectations.

STANDARD SCORE	SCALED SCORE	PERCENTILE	DESCRIPTOR
131 and above	17 and above	98 and above	Very Superior
121–130	15–16	92–97	Superior
111–120	13–14	77–91	High Average
90–110	8–12	25–76	Average
80–89	6–7	9–24	Low Average
70–79	4–5	2–8	Low
69 and below	3 and below	below 2	Very Low

Woodcock-Johnson V Tests of Achievement (WJ V)

Administered by Kevin A. Valentine, PhD, Licensed Educational Psychologist, on 09/11/2026.

The *Woodcock-Johnson V Tests of Achievement* (*WJ V*) is an individually administered, nationally standardized test that measures a student's reading, writing, and math skills. The test is designed to determine and describe the present status of an individual's academic strengths and weaknesses. The *WJ V* yields composite scores in the areas of Reading, Math, and Written Language. Test clusters provide the primary basis for test interpretation. Each of the cluster scores is derived from subtest scores. Cluster interpretation results in higher validity because more than one component of a broad ability comprises the score that serves as the basis for interpretation. When the *WJ V* is combined with behavioral observations, work samples, and other pertinent information, the results will help in making decisions regarding educational programming.

INDEX / CLUSTER	STANDARD SCORE	95% CONFIDENCE INTERVAL	PERCENTILE RANK	DESCRIPTIVE RANGE
Basic Reading Skills	79	74–84	8	Low
Reading Fluency	76	70–82	5	Low
Reading Comprehension	84	78–90	14	Low Average
Written Expression	78	72–84	7	Low
Math Calculation Skills	98	93–103	45	Average
Math Problem Solving	101	95–107	53	Average
Oral Expression	96	89–103	39	Average
Listening Comprehension	99	92–106	47	Average

Jordan's reading and writing skills are Low to Low Average, roughly equivalent to the 6th- to 7th-grade level, while mathematics, oral expression, and listening comprehension are Average. Error analysis of the informal reading and writing samples showed difficulty with decoding multisyllabic words, frequent substitutions of similar-looking words, slow and effortful reading, and spelling that is not phonetically complete (for example, "enuf" for "enough" and missing vowels in longer words). Comprehension improved when passages were read aloud to Jordan, which suggests that decoding, not understanding of language, is the main barrier.

Psychological Processing

Psychological processing refers to the underlying mental processes that support how an individual receives, organizes, interprets, stores, retrieves, and responds to information. These processes include **attention**, or the ability to focus on relevant information, sustain concentration, and regulate responses while filtering distractions; **auditory processing**, or the ability to perceive, discriminate, analyze, and make sense of information presented through the auditory system; **phonological processing**, or the ability to recognize, analyze, store, and manipulate the sound structure of spoken language; **visual processing**, or the ability to perceive, discriminate, organize, and interpret visual information, including spatial relationships and visual patterns; **sensory-motor processing**, or the ability to integrate sensory information with coordinated motor responses; **memory and learning**, or the ability to encode, retain, consolidate, and retrieve information over both short and extended periods of time; **association**, or the ability to recognize and establish meaningful relationships among ideas, concepts, symbols, and previously learned information; **conceptualization**, or the ability to identify common characteristics, form categories, understand relationships, and develop abstract concepts from information; and **expression**, or the ability to organize and communicate thoughts, ideas, and knowledge effectively through verbal, written, or other forms of response.

A comprehensive evaluation of psychological processing examines patterns of strengths and weaknesses across these areas and considers how effectively the student processes information necessary for learning. Findings are interpreted in conjunction with cognitive abilities, academic achievement, classroom performance, behavioral observations, and educational history to determine whether weaknesses in specific processes contribute to difficulty in learning.

STANDARD SCORE	SCALED SCORE	PERCENTILE	DESCRIPTOR
131 and above	17 and above	98 and above	Very Superior
121–130	15–16	92–97	Superior
111–120	13–14	77–91	High Average
90–110	8–12	25–76	Average
80–89	6–7	9–24	Low Average
70–79	4–5	2–8	Low
69 and below	3 and below	below 2	Very Low

Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)

Administered by Kevin A. Valentine, PhD, Licensed Educational Psychologist, on 09/11/2026.

The *Comprehensive Test of Phonological Processing*, 2nd Edition (*CTOPP-2*; Wagner, Torgesen, Rashotte, & Pearson, 2013) is an individually administered measure designed to assess phonological processing skills in individuals ages 4 through 24 years. Phonological processing refers to the use of

the sound structure of language, a critical foundation for reading, spelling, and other literacy-related tasks. The *CTOPP-2* evaluates three core areas: **Phonological Awareness** (the ability to recognize and manipulate sounds within words), **Phonological Memory** (the capacity to temporarily store phonological information), and **Rapid Symbolic Naming** (the speed and efficiency with which phonological information is retrieved from long-term memory).

INDEX / CLUSTER	STANDARD SCORE	95% CONFIDENCE INTERVAL	PERCENTILE RANK	DESCRIPTIVE RANGE
Phonological Awareness Composite	81	74–88	10	Low Average
Rapid Symbolic Naming Composite	78	71–85	7	Low
Phonological Memory Composite	90	83–97	25	Average

CTOPP-2 SUBTEST	SCALED SCORE	DESCRIPTOR
Elision	6	Low Average
Blending Words	7	Low Average
Phoneme Isolation	7	Low Average
Rapid Digit Naming	6	Low Average
Rapid Letter Naming	5	Low
Memory for Digits	8	Average
Nonword Repetition	8	Average

Phonological awareness (the ability to hear and work with the sounds in words) and rapid naming (how quickly letters and numbers can be named) are weaker than Jordan's reasoning abilities. Low scores in both areas together are a well-documented pattern in students with specific learning disability in reading, and are consistent with the characteristics of dyslexia. Phonological memory is Average. Difficulty in phonological awareness is associated with difficulty in learning to read.

Social Emotional

Social-emotional functioning refers to the processes through which an individual experiences and regulates emotions, understands oneself and others, develops relationships, and adapts behavior to meet environmental demands. These areas include **emotional functioning**, or the ability to recognize, express, and manage emotions in a manner appropriate to the situation; **self-regulation**, or the ability to control impulses, tolerate frustration, adjust emotional responses, and maintain behavioral control; **self-concept**, or the individual's perceptions, beliefs, and attitudes regarding personal abilities, competence, and self-worth; **social awareness**, or the ability to recognize and interpret the emotions, perspectives, intentions, and social cues of others; **interpersonal functioning**, or the ability to initiate, develop, and maintain appropriate relationships with peers and adults; **social skills**, including cooperation, communication, empathy, conflict resolution, and behavior consistent with social expectations; **behavioral functioning**, or the manner in which an individual responds to rules, expectations, demands, and environmental stressors; and **adaptive functioning**, or the ability to demonstrate age-appropriate independence, flexibility, responsibility, and practical skills across home, school, and community settings.

A comprehensive evaluation of social-emotional functioning considers patterns across these domains using multiple sources of information, which may include behavior rating scales, interviews, observations, developmental and educational history, and reports from parents, teachers, and the student. Findings are interpreted across settings and informants to identify patterns of emotional and behavioral strengths and concerns and to determine the extent to which social-emotional factors may affect the student's learning, relationships, behavior, and overall educational functioning.

All of the assessment data in this section were gathered using rating scales. There are often differences in scores between raters, as any one rater's subjective perception of an individual's strengths and weaknesses is dependent on a broad spectrum of interpersonal, situational, and environmental variables. While these scales are all deemed to be reliable instruments, one cannot reasonably draw firm conclusions on the basis of a single rater's responses; rather, one must look for patterns across respondents to derive impressions about the social and emotional strengths and weaknesses of the student.

T-SCORE	PERCENTILE	PROBLEM SCALES	ADAPTIVE SCALES
70 and above	98 and above	Clinically Significant	Very High
60–69	84–97	At-Risk	High
41–59	18–82	Average	Average
31–40	3–16	Low	At-Risk
30 and below	2 and below	Very Low	Clinically Significant

Behavior Assessment System for Children, Third Edition (BASC-3)

SCALE	T-SCORE	PERCENTILE	RATER	CLASSIFICATION
Externalizing Problems	50	50	Teacher	Average
Internalizing Problems	58	79	Teacher	Average
Anxiety	64	91	Teacher	At-Risk
School Problems	61	84	Self	At-Risk
Attitude to School	57	76	Self	Average
Adaptive Skills	44	27	Parent	Average

Parent, teacher, and self-reports describe a student who is generally well behaved and well liked, with no concerns about aggression, attention, or conduct. The elevated anxiety and school-problem scores appear to be a reaction to the demands of reading and writing rather than a separate emotional disability: Jordan's own comments, the observations, and the teacher's report all link worry to school tasks that involve reading aloud. Emotional disturbance is not supported by these results.

Adaptive Behavior Skills

Adaptive behavior refers to the practical, conceptual, and social skills an individual uses to function independently and meet the everyday demands of home, school, and community environments. The *Adaptive Behavior Assessment System* (*ABAS*) organizes adaptive functioning into three broad domains. The **Conceptual Domain** includes skills related to **communication**, or the ability to understand and convey information effectively; **functional academics**, or the practical application of basic reading, writing, and mathematics skills in daily life; and **self-direction**, or the ability to make choices, initiate and complete tasks, organize activities, follow routines, and regulate one's own

behavior. The **Social Domain** includes **social skills**, or the ability to interact appropriately with others, develop and maintain relationships, recognize social expectations, and demonstrate interpersonal judgment; and **leisure skills**, or the ability to engage appropriately and independently in recreational and free-time activities. The **Practical Domain** includes **self-care**, or the ability to manage personal hygiene, dressing, eating, and other daily living needs; **home living**, or the ability to complete household routines and responsibilities; **community use**, or the ability to function safely and independently in community settings; **health and safety**, or the ability to recognize risks, follow safety practices, and respond appropriately to health-related needs; and, when developmentally appropriate, **work skills**, involving behaviors necessary for success in employment or vocational settings.

Performance across these skill areas contributes to an overall measure of adaptive functioning and provides information regarding the degree to which the individual demonstrates age-appropriate independence, responsibility, and effectiveness in everyday life. Adaptive behavior results are interpreted in conjunction with developmental history, observations, interviews, cognitive functioning, academic performance, and reports from individuals familiar with the student across settings.

STANDARD SCORE	SCALED SCORE	PERCENTILE	DESCRIPTOR
120 and above	15 and above	91 and above	High
110–119	13–14	75–90	Above Average
90–109	8–12	25–74	Average
80–89	6–7	9–24	Below Average
71–79	4–5	3–8	Low
70 and below	3 and below	2 and below	Extremely Low

Adaptive Behavior Assessment System, Third Edition (ABAS-3), Parent Rating

Completed by Alex A. (fictional), mother, on 09/02/2026.

INDEX / CLUSTER	STANDARD SCORE	95% CONFIDENCE INTERVAL	PERCENTILE RANK	DESCRIPTIVE RANGE
General Adaptive Composite (GAC)	92	87–97	30	Average
Conceptual	90	84–96	25	Average
Social	95	88–102	37	Average
Practical	93	86–100	32	Average

Everyday skills such as self-care, community use, and getting along with others are in the Average range, so the learning difficulties are not part of a broader pattern of delayed development.

Transition

Transition planning is a results-oriented process designed to identify a student's strengths, preferences, interests, needs, and skills as they relate to successful functioning following high school. Age-appropriate transition assessment focuses primarily on the areas of **education and training**, **employment**, and, when appropriate, **independent living**. **Education and training** refers to the student's readiness to participate in postsecondary education, vocational or technical training, certification programs, apprenticeships, continuing education, or other learning opportunities

following graduation. **Employment** refers to the student's vocational interests, career awareness, employability skills, work habits, interpersonal skills, and ability to obtain and maintain employment consistent with individual strengths and goals. **Independent living** refers to the skills necessary to manage everyday adult responsibilities with an appropriate level of independence, including personal care, household management, money management, transportation, health and safety, scheduling, and access to community resources.

Transition assessment may also examine **self-determination and self-advocacy**, including the ability to recognize personal strengths and needs, establish goals, make informed choices, communicate preferences, request assistance or accommodations, and participate actively in educational and vocational decision-making; **community participation**, including the ability to access transportation, services, recreation, and other community resources; and **social and interpersonal skills**, including communication, cooperation, problem solving, responding to feedback, and maintaining appropriate relationships in educational, vocational, and community settings.

A comprehensive transition evaluation integrates information from multiple sources, which may include student and parent interviews, interest and preference inventories, vocational assessments, academic and functional performance, adaptive behavior measures, observations, educational records, and input from school personnel. Results are used to identify current transition-related strengths and needs and to assist the IEP team in developing appropriate measurable postsecondary goals and the transition services, activities, and courses of study necessary to support the student's movement from school to adult life.

Student Transition Interview and Career Interest Inventory

Administered by M. Chen (fictional), Special Education Teacher, on 09/14/2026.

AREA	STUDENT RESPONSE AND FINDINGS
Education and training	Jordan wants to study computer graphics at a community college and then a four-year program. Jordan is not yet aware that reading and writing supports are available in college.
Employment	Interested in digital design and game art. Has not worked; has done small design jobs for friends. Career interest inventory: Artistic and Investigative themes highest.
Independent living	Manages personal care, a schedule, and a phone calendar independently, consistent with the ABAS-3 Practical score. Has not yet used public transportation alone.
Self-advocacy	Can name strengths (art, math, computers) and the area of need (reading and writing), but has not yet asked a teacher for an accommodation.

Jordan has clear, realistic interests that match strengths in visual-spatial reasoning and mathematics. Postsecondary goals in education and training, employment, and independent living are required in the IEP in effect when a student turns 16 (Ed. Code §56345.1); the results above give the IEP team a starting point, and Jordan's self-advocacy is the main skill to build now.

Areas considered and not assessed

Speech and language, motor skills, and vision and hearing were considered. Spontaneous speech was fluent, clear, and age appropriate in every setting, motor skills were normal, and sensory screenings were passed, so no further assessment was indicated in those areas. Autism, intellectual disability, and traumatic brain injury were not suspected based on history, adaptive scores, and observation.

} Input from Parent, Teachers, and Student

34 CFR §300.304(b)(1), §300.305(a)(2)

Parent. Ms. A. reports Jordan "used to love stories" but now avoids reading, takes up to two hours to finish assignments that take classmates thirty minutes, and has become reluctant to attend school on days with big writing projects. She wants Jordan to be able to keep up without feeling "dumb."

Teachers. The English teacher reports that Jordan's oral comments show good ideas and understanding, but written work is short, hard to read, and often incomplete. The Algebra teacher reports no concerns beyond slowness on word problems with long text.

Student. Jordan said, "I know what I want to say. It just takes forever to get it down, and I get embarrassed when we have to read out loud." Jordan's goal is to graduate and study computer graphics.

} Exclusionary Factors

34 CFR §300.306(b), §300.309(a)(3) · Ed. Code §56327(g) · 5 CCR §3030(b)(10)

The IEP team must carefully consider exclusionary and contextual factors before determining eligibility. For each factor, "Yes" means the factor was found to be the determinant or primary cause of the student's educational needs.

FACTOR	PRIMARY CAUSE?	EVIDENCE
Limited English Proficiency	No	English is the home language; never classified as an English Learner
Limited School Experience	No	Enrolled in district schools since kindergarten with no extended gaps
Poor School Attendance	No	Attendance 94% this year and 96% last year
Lack of Appropriate Instruction in Reading	No	Qualified teachers; small-group support in grades 3 to 5; weekly MTSS intervention in 8th grade
Lack of Appropriate Instruction in Mathematics	No	Regular instruction; mathematics performance is on grade level
Temporary Physical Disabilities	No	No injury or physical condition reported; motor skills normal
Social Maladjustment	No	No discipline referrals; positive peer relationships; BASC-3 externalizing average
Educationally-Relevant Medical Concerns	No	Screenings passed; school nurse reported no educationally relevant health problems
Environmental, Cultural or Economic Factors	No	Stable housing, books and a quiet study space; no cultural or linguistic mismatch
Visual, Hearing, or Motor Disability	No	Vision and hearing screenings passed; motor skills normal
Intellectual Disability	No	WISC-V Full Scale 96; ABAS-3 General Adaptive Composite 92
Emotional Disturbance	No	BASC-3 anxiety is task specific and does not form a pervasive pattern

None of these factors is the primary cause of Jordan's difficulties, so the learning difficulties are not better explained by something other than a specific learning disability.

} Assessment Summary

Ed. Code §56327(b), (d), (f) · 34 CFR §300.309, §300.311

The IEP team shall take into account all relevant information regarding the student prior to making recommendations regarding eligibility.

How Jordan's behavior relates to academic and social functioning

Jordan has average reasoning ability and average mathematics skills, but weak decoding, reading fluency, and written expression. The weaknesses in phonological awareness, rapid naming, working memory, and processing speed explain why reading and writing are slow and effortful. Jordan avoids reading aloud and written tasks and has begun to feel anxious about school. Socially Jordan has good friendships and participates readily when reading is not required.

Ability and achievement

Jordan's Fluid Reasoning Index (104) is 25 points above Basic Reading Skills (79) and 26 points above Written Expression (78). This sample applies a 1.5 standard deviation (22.5-point) severe-discrepancy criterion for illustration; an actual report applies the criterion adopted by the student's SELPA of residence. The discrepancy is supported by a pattern of strengths and weaknesses in phonological processing, working memory, and processing speed, and by a lack of response to eight months of targeted reading intervention (response to intervention data).

Strengths

Jordan has strong reasoning, mathematics, and spoken language skills, good effort and cooperation, solid friendships, and a clear goal of studying computer graphics.

} Eligibility Recommendation(s)

5 CCR §3030(b)(10) · 34 CFR §300.8(c)(10), §300.309 · Ed. Code §56337

Eligibility for special education and related services is twofold. A student must meet criteria for one or more IDEA and California disability categories and, because of the disability, require special education. The IEP team determines both elements using all relevant evaluation data; no single measure, score, or diagnosis establishes eligibility.

State and federal laws outline disability categories or disabling conditions under which a student may be eligible for special education and related services. The categories considered in this evaluation are:

Specific Learning Disability	Other Health Impairment	Intellectual Disability	Autism

Specific Learning Disability

The IEP team considers Specific Learning Disability using current California criteria and all relevant data. No single score, processing finding, or discrepancy value determines eligibility. To qualify, the student must meet both of the following conditions:

CONDITION	EVIDENCE SUPPORTS
The student has a disorder in one or more of the basic psychological processes involved in understanding or using language (spoken or written), which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.	Yes
The student does not achieve adequately for age or grade-level standards in one or more of the eight academic areas when provided appropriate instruction, as shown by a severe discrepancy, insufficient response to scientific, research-based intervention, or a pattern of strengths and weaknesses; and the findings are not primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.	Yes

Processing area(s): phonological awareness, rapid symbolic naming, working memory, and processing speed.

Academic area(s): basic reading skills, reading fluency, and written expression.

SKILL AREA	IQ (FRI)	ACHIEVEMENT	DIFFERENCE	SIGNIFICANCE
Basic Reading Skills	104	79	25	Significant
Reading Comprehension	104	84	20	Not significant
Reading Fluency (pattern or intervention data)	104	76	28	Pattern of strengths and weaknesses
Math Calculation Skills	104	98	6	Not significant
Mathematical Reasoning	104	101	3	Not significant
Written Expression	104	78	26	Significant
Oral Expression	104	96	8	Not significant
Listening Comprehension	104	99	5	Not significant

Discussion. The evaluation data are consistent with the criteria for Specific Learning Disability in basic reading skills, reading fluency, and written expression. Jordan shows a disorder in basic psychological processes (phonological awareness, rapid naming, working memory, processing speed), a severe discrepancy in two academic areas, a pattern of strengths and weaknesses supporting reading fluency, and a lack of adequate progress with targeted intervention. Exclusionary factors were considered and ruled out. The IEP team will decide eligibility and whether Jordan needs special education and related services (Ed. Code §56327(a)).

Other Health Impairment

To qualify as a student with an Other Health Impairment, the student must exhibit one or more of the following conditions: limited strength, limited vitality, or limited alertness (including heightened alertness to environmental stimuli) that results in limited alertness with respect to the educational environment.

CONDITION	EVIDENCE SUPPORTS
The student has limited strength, vitality, or alertness.	No
The condition(s) are due to chronic or acute health problems (for example, asthma, ADD or ADHD, diabetes, epilepsy, a heart condition).	No
The condition(s) adversely affect the student's educational performance.	No
The student's needs are not due primarily to a temporary medical condition or temporary physical disability (Ed. Code §56026(e)).	N/A

Discussion. The health history and the nurse's report show no chronic or acute health condition, and attention, activity level, and alertness were typical in class and during testing. Other Health Impairment is not supported.

Intellectual Disability

To qualify as a student with an Intellectual Disability, the student must exhibit all of the following conditions:

CONDITION	EVIDENCE SUPPORTS
The student has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior.	No
The student has deficits in adaptive behavior.	No
The student's below average general intellectual functioning was manifested during the developmental period.	No
The Intellectual Disability must adversely affect the student's educational performance.	No

Discussion. Jordan's Full Scale IQ is in the Average range (96) and the parent-rated General Adaptive Composite is Average (92). Intellectual Disability is not supported.

Autism

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with Autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability, as defined in 5 CCR §3030(b)(4). A child who manifests characteristics of autism after age three may be identified as having autism when the criteria in 5 CCR §3030(b)(1) are satisfied.

Discussion. Parent, teacher, and self-reports describe typical communication and social interaction, flexible responses to routine changes, and good friendships. Autism is not supported.

} Recommendations

Ed. Code §56327(a), (h) · §56341.1

- **Specially designed instruction** in reading and written expression using an explicit, systematic, multisensory structured-literacy approach, delivered several times per week with progress monitoring every two weeks.

- **Goals** in decoding multisyllabic words, oral reading fluency, spelling, and paragraph writing, written in measurable terms with a baseline from this report.
- **Assistive technology** such as text-to-speech, speech-to-text, and word-prediction software for reading and writing across classes.
- **Accommodations** including extended time (up to 50%), audio versions of required texts, reduced copying, access to class notes, and options to show knowledge orally.
- **Reading aloud** only by choice or after advance preparation, to reduce avoidance and anxiety.
- **Social-emotional support** through brief check-ins with a school counselor or psychologist; reassess if anxiety grows beyond school-task situations.
- **Specialized equipment or low-incidence services:** none indicated.
- **Home-school partnership:** share progress data with the family each grading period; consider a reevaluation no later than three years from now (Ed. Code §56381).

Please contact me if I can provide further information regarding this evaluation.

} Limitations of This Evaluation

These results reflect Jordan's performance on the dates tested and should be read together with other information. Standardized scores carry measurement error and are reported with confidence intervals for that reason. This report does not diagnose a medical condition, and any health concerns should be directed to Jordan's physician. Recommendations are offered for the IEP team's consideration; placement and services are determined by the IEP team.

} Evaluator Signature

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} Appendix A · Score Interpretation Guide

SCORE RANGE	DESCRIPTIVE RANGE	WHAT IT MEANS
131 and above	Very Superior	Above about 98% of same-age peers
121–130	Superior	Above about 92% of peers
111–120	High Average	Above about 77% of peers
90–110	Average	About the middle half of peers
80–89	Low Average	Below about 75–90% of peers
70–79	Low	Below about 90–98% of peers
69 and below	Very Low	Below about 98% of peers

Percentile rank is the percentage of same-age peers who scored at or below the student. **Confidence interval** is the range in which the student's true score falls 95% of the time. **T-scores** (BASC-3) have an average of 50; scores of 60–69 are At-Risk and 70 and above are Clinically Significant on problem scales, and 30–40 is At-Risk on adaptive scales.

} Appendix B · Compliance Crosswalk

Where each required element appears in this report.

REQUIREMENT	AUTHORITY	REPORT SECTION
Parent consent and assessment plan; timelines	Ed. Code §§56321, 56043; 34 CFR §300.300	Procedural Compliance
Assessed in all areas of suspected disability	Ed. Code §56320(f); 34 CFR §300.304(c)(4)	Reason for Referral; Results
Language and mode of communication; nondiscriminatory	Ed. Code §56320(a)–(b)	Procedural Compliance
Valid for purpose; trained administrator; per instructions	Ed. Code §56320(b); §56322	Procedures; Signature
No single measure; variety of tools	Ed. Code §56320(e); 34 CFR §300.304(b)	Procedures
Credentialed school psychologist	Ed. Code §56324	Procedural Compliance
Whether pupil may need special education and basis	Ed. Code §56327(a)–(b)	Assessment Summary; Eligibility Recommendation(s)
Relevant behavior in an appropriate setting	Ed. Code §56327(c); 34 CFR §300.310	Classroom and Test Observations
Relationship of behavior to academic and social functioning	Ed. Code §56327(d)	Assessment Summary
Educationally relevant health, development, medical findings	Ed. Code §56327(e)	Health/Developmental
SLD: discrepancy or pattern of strengths and weaknesses	Ed. Code §56327(f); 5 CCR §3030(b)(10)	Assessment Summary; Eligibility Recommendation(s)
Effects of environmental, cultural, economic disadvantage	Ed. Code §56327(g)	Exclusionary Factors
Low-incidence specialized services and equipment	Ed. Code §56327(h)	Recommendations
Parent and teacher input; review of existing data	Ed. Code §56320; 34 CFR §300.305(a)	Education History; Previous Test Scores; Input
Exclusionary factors; adequate instruction	34 CFR §§300.306(b), 300.309(a)(3)	Exclusionary Factors; Eligibility Recommendation(s)
Report provided to parent; IEP team reviews	Ed. Code §56329; §§56341.1, 56344	Student Demographics