

Case Study A

Student Profile

- 2nd grade female student.
- Spanish is student's native language; some English is spoken at home.
- More comfortable using Spanish.
- IPT: Fluent Spanish Speaker @kindergarden.
- Received instruction in English since Kindergarten; Structured English Immersion.

CELDT	Listening	Speaking	Reading	Writing
First Grade	Early Intermediate	Beginning	Beginning	Beginning

Reason for referral

- Literacy concerns

Direct examination

- Very friendly, easy going, responsible, hardworking, and well behaved student.
- In Spanish she was appropriately expressive, fluent, has good insight, and not afraid to ask questions.
- Not as competent using English.
- Quick on a verbal fluency card game in Spanish; easily apparent that has more vocabulary labels in Spanish than in English.
- No problem recalling the day and month of her birthday.
- Does not know all of alphabet in English, and doesn't know any of it in Spanish.
- Does know number labels in both English and Spanish and presents well-developed number sense and quick math calculation skills.
- Good ability to problem solve in situations that have ambiguity.
- Generally prompt in responding to test items (unless she did not know the answer).
- Generally positive and resilient, although it was apparent that she was expectedly self-conscious when she struggled in tasks that revealed areas of weakness.

KABC-2

Composite Subtests	Standard Score
Long-Term Retrieval	84
Atlantis	8
Rebus	6
Fluid Reasoning	99
Story Completion	9
Pattern Reasoning	11
Visual Processing	106
Rover	10
Triangles	12
Short-Term Memory (Sequential)	77
Number Recall	6
Word Order	6
Crystallized Intel./Acquired Knowledge	84
Verbal Knowledge	7
Riddles	7
MPI	87

CTOPP-2

Composites/Subtests	Standard Scores
Phonological Awareness	52
Elision	4
Blending Words	2
Phoneme Isolation	1
Phonological Memory	67
Memory for Digits	4
Nonword Repetition	5
Rapid Naming	--
Rapid Digit Naming	8
Rapid Letter Naming	--

Bateria, 3rd Edition NU: Tests of Cognitive Abilities – (Spanish version of WJ-III)

CLUSTER/Test	Raw	W	AE	EASY	to	DIFF	RPI	SS (68% Band)
HABILIDAD VERBAL (Ext)	-	475	6-10	5-11	8-0	76/90	89	(85-93)
EFICIENCIA COG (Std)	-	486	8-0	7-0	9-3	91/90	101	(95-107)
COMP-CONOC (Gc)	-	475	6-10	5-11	8-0	76/90	89	(85-93)
MEM a COR PLAZ (Gsm)	-	474	6-6	5-10	7-6	67/90	88	(84-93)
PERCEPCIÓN FONÈMICA	-	489	6-5	4-10	9-4	82/90	89	(83-95)
MEMORIA de TRABAJO	-	494	8-11	7-7	10-7	95/90	109	(103-115)
<hr/>								
Comprensión verbal	-	481	7-5	6-6	8-7	84/90	95	(90-101)
Integración de sonidos	13	485	6-0	4-9	8-0	76/90	88	(80-95)
Pareo visual	25-2	477	7-3	6-4	8-3	81/90	90	(85-95)
Inversión de números	11	494	9-0	7-9	10-8	96/90	107	(100-114)
Palabras incompletas	20	493	7-1	5-0	11-6	87/90	96	(90-101)
Memoria de trabajo auditiva	15	494	8-9	7-6	10-7	95/90	107	(101-112)
Información general	-	470	6-3	5-1	7-4	64/90	84	(78-90)
Fluidez de recuperación	30	492	5-11	3-4	11-8	84/90	81	(73-89)
Memoria para palabras	9	454	4-7	4-0	5-3	15/90	73	(67-78)
Rapidez ident dibujos	84	486	7-5	5-10	9-7	87/90	97	(95-99)

TAPS-3: SBE

Subtests	Scaled Score
Phonological	
Phonological Segmentation	3
Phonological Blending	4
Auditory Memory	91
Number Memory Forward	2
Number Memory Reversed	11
Word Memory	7
Sentence Memory	13
Language Comprehension	105
Auditory Comprehension	12
Auditory Reasoning	10

(For training purposes if an overall index score were calculated it would be SS=88)