

Scaled	Standard	Percentile
1-4	—73	1-4
5-6	74-81	5-11
7	82-88	12-23
8-9	89-96	24-40
10	97-103	41-60
11-12	104-111	61-76
13	112-118	77-88
14-15	119-126	89-95
16-19	127-	96-99

Interpretation of Scores

Standard Scores (SS) represent your child's performance in comparison to same-age peers. The mean represents the average score. The further scores are from the mean, the less common the level of performance. The number that represents average performance varies based on the type of standard score. Types of standard scores include:

- **Standard Scores** have a mean of 100 and a standard deviation of 15.
- **Scaled Scores** have a mean of 10 and a standard deviation of 3.
- **T-Scores** have a mean of 50 and a standard deviation of 10.

Percentiles (PR) represent the percent of same-age peers your child scored equal to or better than in the standardization sample.

Age Equivalent (AE) represent the average age of students at that same level of performance. The AE does not represent the age at which your child is performing.

Grade Equivalent (GE) represent the average grade of students at that same level of performance. The GE does not represent the grade at which your child is performing.

Confidence Intervals (CI) are based on the fact that all tests contain some amount of error. The CI represents the range of scores in which your child's true score is likely to fall.

The first number of the **Relative Proficiency Index (RPI)** represents your child's predicted score on a similar task when same-age peers score a 90%. An RPI of 74/90 or lower indicates limited proficiency and suggests that your child would experience significant difficulty on a similar task. Any RPI over 96/90 indicates mastery.

Your School Psychologist at _____ is

Phone Number _____

Today's children face more challenges than ever before. School psychologists can provide solutions for tomorrow's problems through thoughtful and positive actions today. In Pasco County, School Psychologists are working hard to:

- Disseminate information about research-based practices related to instruction and assessment for children in pre-Kindergarten through 12th Grade.
- Complete assessments that will help guide instruction and improve performance for individual children, classrooms, and schools.

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The Evaluation Process: What Happens Before, During, and After?



"Always Reaching for Success"

What Happens Before An Evaluation?

Generally, when your child experiences difficulty in the classroom, the school implements a multi-step process to address the concerns. Movement through this process is determined by your child's response to interventions. If a psychological evaluation is suggested, you may be upset, worried, or may have concerns about unnecessary labeling. It is important to remember that a referral to a school psychologist merely means that your child's teachers need more information in order to better understand how to help him or her achieve success at home and at school.

If your child experiences difficulty:

- The teacher reviews your child's performance to identify strengths and needs.
- The teacher contacts you to discuss concerns.
- The teacher implements classroom interventions to meet your child's needs.

If your child does not respond to classroom interventions:

- The teacher contacts you to discuss your child's response to interventions and to inform you that a more strategic intervention process will take place.
- The teacher consults with other teachers and support staff to further define the problem, discuss more intensive interventions, and set appropriate goals.
- The teacher may request screenings to rule out vision, hearing, and possible speech and language problems.
- Then, strategic interventions (e.g., Academic Improvement Plan) are implemented and your child's progress toward set goals is monitored.

If your child does not respond to more strategic interventions:

- The teacher consults with the multidisciplinary team (administrators, teachers, and student support personnel) to review your child's response to classroom interventions and identify additional areas of concern.
- The team recommends additional interventions and/or refers your child for a formal, psychological evaluation.
- The teacher contacts you to discuss the team's recommendations.

If your child is referred for a formal, psychological evaluation:

- The school contacts you to request written consent before conducting the evaluation.
- At this time, the school will explain to you: why testing is requested, what areas of learning, behavior, and/or development will be addressed, what kinds of tests will be given and by whom, and how the test results will be used to help your child.



What Happens During An Evaluation?

- The team evaluates your child in areas that include: health, vision, hearing, social and emotional well-being, intelligence, academic performance, and communication
- Evaluations address academic, social, and emotional concerns and are sufficiently comprehensive to identify your child's instructional needs. The School Psychologist uses a variety of methods to evaluate your child. Evaluation procedures may include: record reviews, classroom observations, interviews with parents, teachers, students, and other school personnel, as well as individualized tests that reliably measure your child's strengths and weaknesses.

What Happens After An Evaluation?

- The school psychologist contacts you to discuss the evaluation results and recommendations.
- You receive a copy of a written report that consists of test scores and interpretation.
- The school invites you to a meeting entitled *ESE Staffing*. At that meeting, you discuss with the team whether your child is eligible for exceptional education services.
- If your child is eligible and you agree to receive services, then you provide written consent for exceptional student education services and an Individual Education Plan (IEP) is developed.



Types of Assessments

Intellectual Assessments, popularly called "IQ" tests, are standardized tools that broadly measure traits that predict academic success. These tests provide an overall score or estimate of your child's ability to learn what is typically taught in school compared to same-age peers.

Processing Tests are standardized tools that measure your child's specific cognitive strengths and weaknesses as they relate to academic tasks. These tests reflect hypotheses about why your child is experiencing difficulties. Processing areas may include Verbal Comprehension, Processing Speed, Short-Term Memory, Long-Term Retrieval, Auditory Processing, Visual-Spatial Thinking, and Fluid Reasoning.

Achievement Tests measure your child's acquired academic skills in reading, writing, math, and oral language compared to same-age peers.

Behavior Rating Scales show how your child's behavior is perceived in different settings by different individuals, or how your child perceives his or her own behavior. These assessments are usually checklists completed by your child and/or a familiar adult who has observed your child's behavior.

Adaptive Behavior Assessments measure your child's competence in meeting independent needs and in satisfying the social demands of his or her environment. Assessment areas include: motor, socialization, communication, daily living, and community skills.

Personality Tests measure emotional adjustment using interviews, questionnaires, and more subjective, "projective" procedures. Interviews and questionnaires involve directly asking your child about his or her feelings, thoughts, perceptions, whereas projective tests involve indirectly assessing the same areas.