

Scoring and Interpretive Report

Jack A. Naglieri

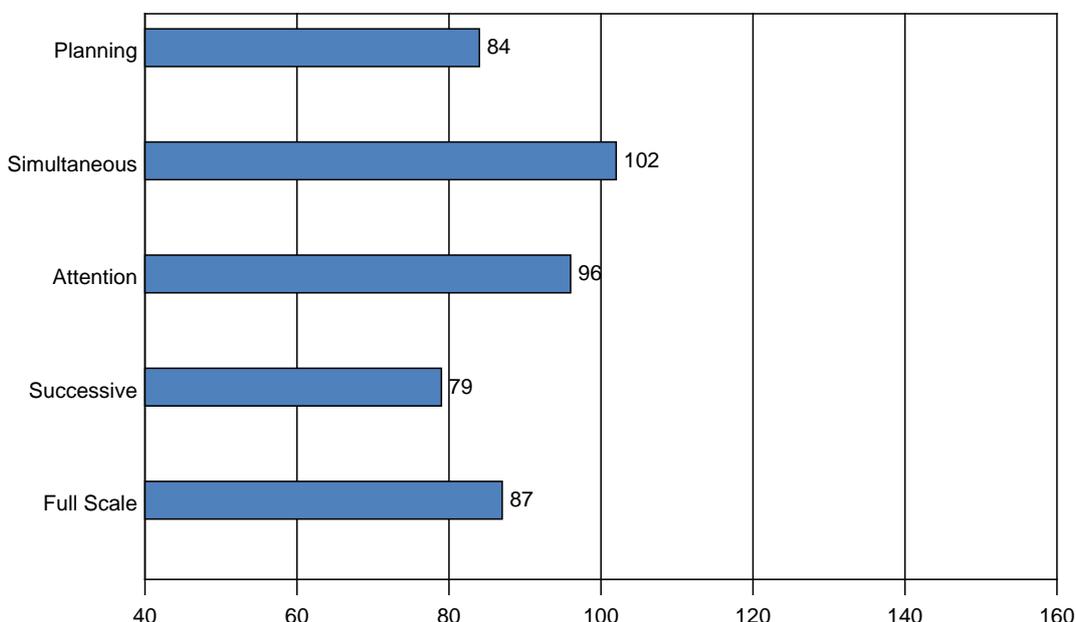
Name: William Sample
Age: 7
Gender: Male
Date of Birth: 10-22-2006
Grade: 2
School: Unified Elementary

This computerized report is intended for use by qualified individuals. Additional information can be found in the CAS2 Interpretive Manual.

FULL SCALE

William earned a Cognitive Assessment System, Second Edition (CAS2) Full Scale score of 87, which is within the Below Average classification and is a percentile rank of 19. This means that his performance is equal to or greater than that of 19% of children his age in the standardization group. There is a 90% probability that William's true Full Scale score falls within the range of 83 to 92. The CAS2 Full Scale score is made up of separate scales called Planning, Attention, Simultaneous, and Successive cognitive processing. Because there was significant variation among the PASS scales, the Full Scale will sometimes be higher and other times lower than the four scales in this test. The Simultaneous Scale was found to be high in relation to his average PASS score. This finding has important instructional implications. The Successive Scale was found to be a significant cognitive weakness. This means that William's Successive score was a weakness both in relation to his average PASS score and when compared to his peers. This cognitive weakness has important implications for diagnosis, eligibility determination, therapeutic and educational programming.

PASS and Full Scale Scores



PLANNING SCALE

William's Planning score reflects his ability to make decisions about how best to complete the

tests, use strategies, monitor the effectiveness of strategies, change the plan when needed, and efficiently complete the tasks. William earned a Planning Scale score of 84, which is within the Below Average classification and is a percentile rank of 14. This means that William did as well as or better than 14% of the children in the standardization group. There is a 90% probability that William's true Planning score is within the range of 79 to 92. There was no significant variation among his three subtest scores in the Planning Scale.

SIMULTANEOUS SCALE

William earned a Simultaneous Scale score of 102, which was significantly above his average PASS score. This scale measures his ability to work with information that is organized into groups and form a cohesive whole and understand how shapes as well as words and verbal concepts are interrelated. William's Simultaneous score is within the Average classification and is a percentile rank of 55. This indicates that William did as well as or better than 55% of children his age in the standardization group. There is a 90% probability that William's true Simultaneous score is within the range of 96 to 108. This relatively high score may have educational implications because it suggests that this strength could be used to enhance learning through the use of instruction that emphasizes visual-spatial organization of numbers, words, ideas, or images. There was no significant variation among his three subtest scores in the Simultaneous Scale.

ATTENTION SCALE

William's Attention score reflects his ability to focus and resist distractions. William earned an Attention Scale score of 96, which is within the Average classification and is a percentile rank of 39. This means that William did as well as or better than 39% of the children in the standardization group. There is a 90% probability that William's true Attention score is within the range of 89 to 104. There was no significant variation among his three subtest scores in the Attention Scale.

SUCCESSIVE SCALE

William's Successive score was significantly lower than his average PASS score and below the

average range. This means that William performed particularly poorly on tests that required repetition of words or numbers in order and an understanding of verbal statements when the meaning was dependent on the sequence of the words. William earned a CAS2 Successive Scale score of 79 which is within the Poor classification and is a percentile rank of 8. The percentile rank indicates that William did as well as or better than 8% of others his age in the standardization group. There is a 90% probability that William's true Successive score is within the range of 74 to 87. This cognitive weakness has important implications for diagnosis, eligibility determination, and educational and therapeutic programming because children who are weak on the Successive Scale often have problems with tasks that required sequencing of any kind, such as motor movements, sound blending, reading decoding, sequencing of words within sentences and sentences within paragraphs. There was no significant variation among his three subtest scores in the Successive Scale.

SUPPLEMENTAL CAS2 COMPOSITES

The CAS2 supports the calculation of five supplemental composite scores: Executive Function Without Working Memory, Executive Function With Working Memory, Working Memory, Verbal Content, and Nonverbal Content. William's performance on these scales will be reviewed below.

EXECUTIVE FUNCTION

William's Executive Function score was within or close to the average range. This means that he performed about average on tests that required control of thinking, behavior, and attention (Planned Connections and Expressive Attention). He obtained a score of 91 on Executive Function, which measures inhibition (Planned Connections subtest) and shifting attention (Expressive Attention subtest). This score falls within the Average classification and is a percentile rank of 27. The percentile rank indicates that William did as well as or better than 27% of others his age in the standardization group. There is a 90% probability that William's true Executive Function score is within the range of 84 to 101.

WORKING MEMORY

William's Working Memory score was within or close to the average range. This means that he

performed about average on tests that required evaluating and working with information that had to be remembered for a short period of time (Verbal-Spatial Relations and Sentence Repetition). William earned a Working Memory score of 94, which is within the Average classification and is a percentile rank of 34. The percentile rank indicates that William did as well as or better than 34% of others his age in the standardization group. There is a 90% probability that William's true Working Memory score is within the range of 88 to 101.

EXECUTIVE FUNCTION WITH WORKING MEMORY

William's Executive Function With Working Memory score was within or close to the average range. This means that he performed about average on tests that required control of thinking, behavior, and attention when working with information that had to be evaluated and remembered for a short period of time. He obtained a score of 91, which is within the Average classification and is a percentile rank of 27. The percentile rank indicates that William did as well as or better than 27% of others his age in the standardization group. There is a 90% probability that William's true score on this scale is within the range of 85 to 99.

VERBAL CONTENT

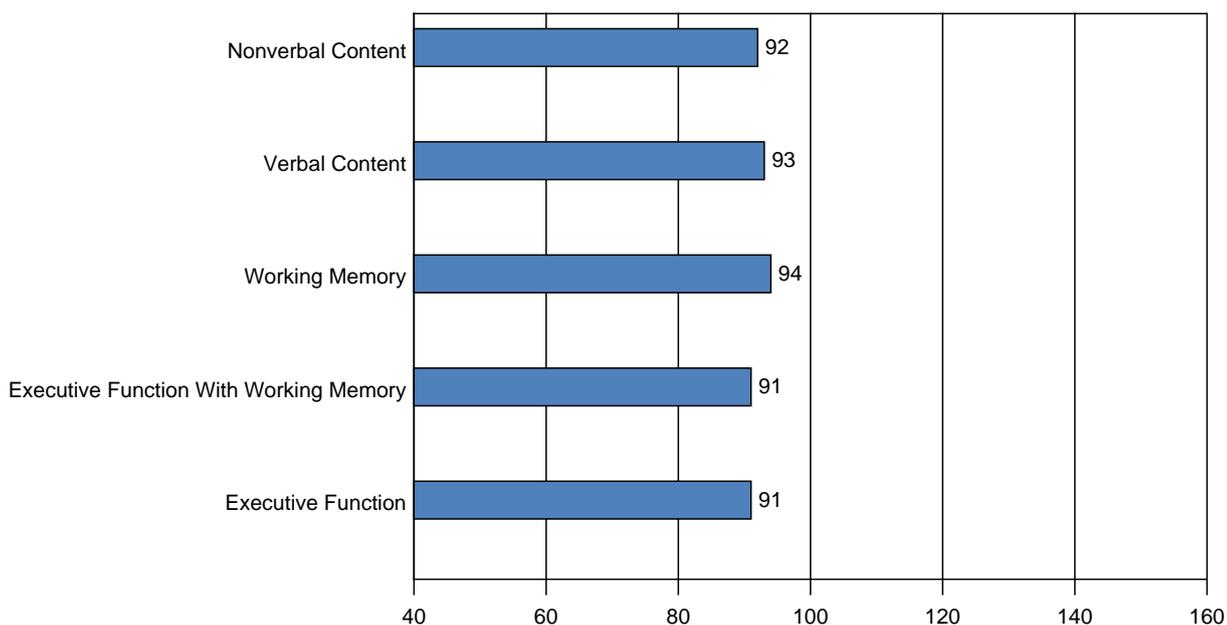
William's score on the Verbal Content scale was within or close to the average range. This means that he performed about as expected on tests that involved working with both simple and more complex verbal concepts (Receptive Attention and Verbal-Spatial Relations) and understanding verbal statements when the meaning was derived from the sequence of the words (Sentence Repetition). William earned a Verbal Content score of 93, which is within the Average classification and is a percentile rank of 32. The percentile rank indicates that William did as well as or better than 32% of others his age in the standardization group. There is a 90% probability that William's true Verbal Content score is within the range of 87 to 101.

NONVERBAL CONTENT

William's score on the Nonverbal Content scale was within or close to the average range. This means that he performed about as expected on tests that involved reasoning with visual spatial designs (Matrices), devising and using strategies (Planned Codes), and remembering geometric

shapes (Figure Memory) when the content of the tests did not include words. William earned a Nonverbal Content score of 92 on the Nonverbal Content scale, which is within the Average classification and is a percentile rank of 30. The percentile rank indicates that William did as well as or better than 30% of others his age in the standardization group. There is a 90% probability that William's true Nonverbal Content score is within the range of 86 to 99.

Supplemental Composite Scores



VISUAL-AUDITORY COMPARISON

William's scores on the subtests in the Successive processing scale that involved visual (Visual Digit Span) or auditory (Word Series) presentation of information were compared to determine if the difference in the modality of the task may have had relevance. There was a significant difference between the two subtests that measured Successive processing when the information was given using an auditory (Word Series) or visual (Visual Digit Span) presentation. William's score of 6 on the visual subtest falls within the Below Average classification and is significantly lower than his score of 7 on the auditory subtest which falls within the Below Average classification. This information may have educational and therapeutic implications, and further exploration may be warranted.