**Summary**

INTELLECTUAL:

Student's overall performance on the Differential Ability Scales, 2nd Edition (DAS-II) indicated that her ability is average (GCA = 103). Her Verbal abilities, Nonverbal Reasoning, and Spatial abilities were also in the average range.

ACADEMIC:

On the Woodcock-Johnson III, when compared to the scores earned by others at her age level, Student's overall level of achievement is high average. Her academic skills are in the average range. Student's fluency with academic tasks is within the high average range. Her ability to apply academic skills is within the average range. When compared to others at her age level, Student's standard scores are high average in broad reading, basic reading skills, math reasoning, basic writing skills, and brief writing. Her standard scores are average (compared to age peers) in reading comprehension, brief reading, broad mathematics, math calculation skills, brief mathematics, broad written language, and written expression.

Interview information from teachers indicates that Student is a good student academically. She completes her work, asks questions, and participates well in discussions. She is very conscientious and is hard on herself to do well. She self-advocates when she does not understand something or has a specific need.

Record Review: Student has consistently scored well on district wide Scantron tests. She passed her GRAD writing test and will take the Reading GRAD Test this year. She met state standards on the MCA Science test in 9th grade. Her grades over the last three years are mostly A's and B's, a few C's, and 2 D's.

SENSORY:

Student passed the vision and hearing screenings on 10/4/2012.

HEALTH/PHYSICAL:

Dr. Veldich of the Mayo Clinic diagnosed Student with Attention Deficit Hyperactivity Disorder – Predominately Inattentive Type. No activity limitations or implications for school attendance were indicated. Student has a medical history significant for attention deficit hyperactivity disorder – inattentive type; single-episode major depressive disorder in partial to full remission (at age 11); learning disorder, not otherwise specified (with features of NVLD); diabetes mellitus type 2; seasonal allergies; and a history of obesity.

SOCIAL/EMOTIONAL/BEHAVIORAL:

On the BASC-2, few problems were identified, and no problems were identified more than one setting. Student's mother rated Student in the At-Risk range in hyperactivity and attention. Student was rated in the average range in Aggression, Conduct Problems, Depression, Somatization, Learning Problems, Withdrawal, Adaptability, Leadership, and Study Skills.

OBSERVATIONS:

Observation 1: Student was engaged during class, participated in discussion, and helped other students that asked her questions. She was on task during work-time.

Observation 2: Student was on-task 100% of the interval observed. She raised her hand eight times during the observation, and appeared to participate well.

TRANSITION:

The informal transition interviews and the Enderle-Severson indicate that Student has age-appropriate skills in all transition areas. She wants to attend post-secondary training to be a veterinarian, and she wants to eventually live independently. She accesses several community resources, participates in many independent and group activities, does chores at home, and does volunteer work within the community.