**Introduction**

When assessing a student who has difficulty in school, it is important to allow enough time to assess the areas where the student is having difficulties. Major areas of school academics include but are not limited to:

* Phonemic/phonetic awareness
* oral/silent reading
* fluency/rate
* reading comprehension
* math computation
* math concepts
* vocabulary
* spelling
* writing
* study skills

When assessing younger students (grades K-3) two separate sessions should be scheduled. Each session should not exceed 90 minutes unless the student shows an ability to continue working. Older students (grades 4-12) are usually able to work for a total of 4 hours before reaching frustration as long as there is at least 50% of the time spent on one-to-one administration of the assessments.

Since these are struggling students, it may not be possible to complete the assessments in one session. Allow enough time to get to know the student on a personal level so that he/she is comfortable telling you about his/her struggles and is able to cooperate with you.

 A food break should be built in so that the student has the energy and nutrition to continue forward. It is critical that the student is fed and rested before the initial administration session to obtain valid results.

 As you may already have concluded, this protocol assumes that all assessment sessions are conducted individually with only the student and the evaluator present in each session. Valid test results, for students who are not performing at grade level, require 1-1 administration of the assessments. The protocol is organized so that an evaluator may give only one academic area or as many as needed for each particular student. If all academic areas are assessed, it should take 3-5 hours to complete for each student. The assessment areas are divided in the following manner:

* phonemic awareness
* phonetic analysis
* sight word recognition
* conceptual concepts
* sentence copying
* reading

 -oral reading rate and fluency

 -silent reading and rate

 -comprehension

 -informal reading inventory (IRI)

* math computation and concepts