



**SECOND EDITION**

*Parent/Teacher Sample Report*

**PEARSON**

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# PARENT / TEACHER REPORT FOR NEPSY-II

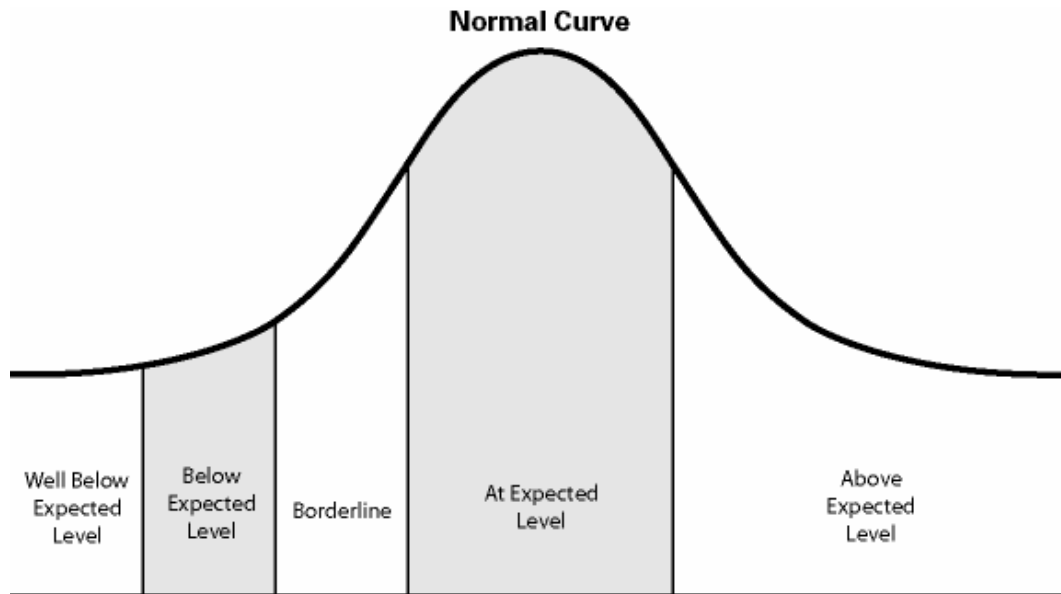


EXAMINEE:	John Sample	REPORT DATE:	7/18/2007
AGE:	13 years, 8 months	GRADE:	Not Specified
DATE OF BIRTH:	10/24/1993	ETHNICITY:	<Not Specified>
EXAMINEE ID:	Not Specified	EXAMINER:	Lisa Drozdick
GENDER:	Male		
HOME LANGUAGE:	<Not Specified>	HANDEDNESS:	Right

John was administered the NEPSY-II as part of an evaluation. The NEPSY-II helps assess academic, social, and behavioral difficulties in children and adolescents. Results obtained from a NEPSY-II assessment can be used to diagnose and aid in intervention planning for a variety of childhood disorders. In particular, a comprehensive understanding of a child's cognitive limitations can facilitate the development of appropriate Individual Education Plans (IEPs) and guide placement and intervention decisions.

To evaluate John's performance on the NEPSY-II, review both the Classification Description Table, and the Normal Curve Graph below. These tools will serve as a guide to help you obtain a general understanding of TBI's performance on the assessment. Below the Classification Description Table is a description of each domain TBI was evaluated on. Next to this is a summary of how John performed on the domains that were assessed. Please refer specific questions or concerns about performance to the clinician who administered the assessment.

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<i>Classification Description Table</i>	
<b>Classification</b>	<b>Description</b>
<b>Above Expected Level</b>	Children whose scores fall within this range have skills that are more developed than 75% of their peers.
<b>At Expected Level</b>	Children whose scores fall within this range have skills that are equal to 50% of their peers.
<b>Borderline</b>	Children whose scores fall within this range have skills that are not as developed as 75% of their peers.
<b>Below Expected Level</b>	Children whose scores fall within this range have skills that are not as developed as 90% of their peers.
<b>Well Below Expected Level</b>	Children whose scores fall within this range have skills that are not as developed as 98% of their peers.

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<i>Summary of Results</i>		
<b>Domain</b>	<b>Description</b>	<b>Result</b>
<b>Attention and Executive Functioning</b>	These tests measure how well a child can plan, organize, change, and control behavior.	John's performance in this domain fell between the Well Below Expected Level and Above Expected Level.
<b>Language</b>	These tests measure how well a child understands and uses words and sentences to communicate with others.	John's performance in this domain fell between the Below Expected Level and At Expected Level.
<b>Memory and Learning</b>	These tests measure how a child takes in, stores, and remembers information.	John's performance in this domain fell between the Below Expected Level and Above Expected Level.
<b>Sensorimotor</b>	These tests measure how well a child can control hand movements.	John's performance in this domain fell at the At Expected Level.
<b>Social Perception</b>	These tests measure how well a child understands other people's feelings and thoughts.	John's performance in this domain fell at the At Expected Level.
<b>Visuospatial Processing</b>	These tests measure how well a child sees and arranges visual information.	John's performance in this domain fell between the Borderline range and At Expected Level.

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ISBN 999-8697-81-6



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