

Basic Psychological Process Rating Scale-Reading

Responsibility of Case Manager in the Evaluation Report

Student Name: _____ Date: _____ Rater: _____

Please place a checkmark (✓) next to each item that has been observed at a rate more than a typical peer.

Academic Concern	Basic Psychological Process	Observable Indicators	✓
Basic Reading Skills	Auditory Processing	Difficulties with hearing the difference between sounds (initial/final consonants)	
		Spelling errors that do not make phonemic sense	
		Difficulty in a noisy environment or following oral directions, and/or working in groups	
		Needs directions repeated	
		Difficulty following auditory directions	
		Has expressive language problems, difficulty expressing self	
		Relies on non-verbal language or context clues to assist in language comprehension	
		Misinterprets idioms, metaphors, sarcasm and similes	
	Visual Processing	Difficulty identifying a pattern when parts are presented rapidly in sequence	
		Difficulties seeing spaces between words or experiencing difficulty with spatial relationships when writing	
		Difficulty editing writing	
		Visualizing or discriminating letters	
		Difficulty reproducing correct letter forms (when not a motor problem)	
		Difficulty recognizing letters or words in different forms (visual shape constancy)	
		Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences, as they get more complex	
		Despite accurate decoding skills, poor reading of connected text	
		Difficulty in understanding concepts that are visual/directional relationships	
	Working Memory	Slow articulation rate, difficulty expressing self	
		Difficulty naming classmates	
		Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words	
		Morphology difficulty in older grades	
		Difficulty simultaneously decoding and retrieving word meanings	

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	Speed of Processing	Difficulty with quick retrieval or speed dependent tasks	
		Difficulty in rapidly making decisions or completing tasks that are relatively easy or automatic	
		Slow to perform tasks that require mental manipulation	
		Slow to initiate a task after directions are given	
		Slow rate of work completion compared to peers	
		Slow in copying or searching and comparing (like copying from board)	
	Transfer of Information	Difficulty with retrieving sound symbol relationships, frequent miscues	
		Difficulty linking meaning with visually presented words	
		Poor retrieval of sound-symbol association	
		Poor retention, generalization, or transfer of learning	
Reading Fluency	Working Memory	Relative strengths in phonological and decoding skills with poor reading rate and prosody	
		Difficulty naming classmates	
		Difficulty with manipulating phonemes, sequencing and/or holding letter sounds in mind until last letter is decoded	
		Difficulty breaking words into phonemes and synthesizing phonemes into new words	
		Difficulty with simultaneously decoding and retrieving word meanings	
	Acquisition	Difficulty retrieving sound symbol relationships with relative strengths in ideational fluency	
		Difficulty with content-specific tasks or technical information that is not over-learned	
	Transfer of Information	Difficulty with comprehension as text increases in length and complexity	
		Difficulty with maintenance, generalization, and transfer of learning	
		Difficulty making generalizations or applying information to new situations (e.g., generalizing phonics rules to words not seen before)	
		Difficulty with quick problem solving when presented with a new situation	
		Difficulty comprehending cause/effect relationships	
		Does not solve visual or verbal analogies	
		Difficulties with modifying schemes to include new information	
	Verbal Expression	Difficulty with answering why or how questions	
		Difficulty predicting possibilities or formulating hypotheses	

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	Organization	Difficulty with classification of objects, shapes, concepts. Also difficulties with identifying similarities and differences between objects or concepts	
Reading Comprehension	Working Memory	Difficulty holding theme or details in mind long enough to obtain the gist or main idea	
		Difficulty with following multi-step directions	
		Difficulty selectively attending to relevant information	
		Difficulty sustaining attention especially on tasks that are not preferred	
		Difficulty with listening and taking notes	
	Verbal Expression	Difficulty with retelling what was read or heard	
	Planning and Sequencing	Difficulty in monitoring, learning, recognizing, and adjusting methods	
	Acquisition	Lacks the ability to use sub-vocalization or have inner speech to assist comprehension and sustaining attention	
		Difficulty in recognizing the structure of complex words (prefixes, roots, suffixes) and/or developing relationships between work parts and their meanings	
	Transfer of Information	Difficulty manipulating word parts to spell words or derive meanings used in comprehending text	