ATC Educational Learning Analysis

Jordan Smith | Individualized homeschool guidance

Age at testing: high-school age
Testing date: Sample evaluation date * Report date: Sample evaluation date
Prepared by Angie Cutlip, M.Ed. • ATC Educational Services

About the Woodcock Johnson V

The Woodcock-Johnson V Tests of Achievement is an individually administered, nationally standardized assessment of academic skills. It is the newest edition of the Woodcock-Johnson assessment system. Its updated national norms were collected from 2022 through 2024 and aligned with 2020 U.S. Census demographics. Jordan Smith's results use age-based comparisons with peers who are high-school age.

Administration combines examiner guidance, tablet-based activities, spoken responses, and paper-and-pencil work, depending on the test. Selected measures help describe reading, spelling, mathematics, written expression, academic fluency, vocabulary, and academic knowledge. The examiner selects tests to address the student's needs; the WJ V title alone does not specify which skills were assessed.

North Carolina annual testing requirements

North Carolina's homeschool testing framework is established by G.S. 115C-564, together with G.S. 115C-549 and G.S. 115C-557. Current Division of Non-Public Education guidance calls for annual nationally standardized testing covering English grammar, reading, spelling, and mathematics. The selected subtests must provide the required subject coverage.

Jordan Smith's assessment includes reading comprehension and word identification, spelling, mathematical calculation and problem solving, sentence writing fluency, and academic knowledge. These results offer educational detail beyond a basic annual testing summary, including differences between understanding, accuracy, and speed that can guide individualized instruction.

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Academic Facts measures knowledge across language arts, mathematics, science, social studies, and the humanities through oral responses. Language arts content includes grammar, with punctuation and identifying parts of speech addressed as appropriate for the student's testing level. Items administered vary with the student's age and performance. Sentence Writing Fluency provides additional information about applying sentence structure in written responses. Together with the reading, spelling, and mathematics measures administered, this selection addresses the subject areas specified in North Carolina's annual homeschool testing requirement. The additional measures and analysis provide detail beyond the minimum required subject coverage.

Purpose of this learning analysis

This analysis connects Jordan Smith's achievement results with examiner observations, her current coursework, and the family's questions about homeschool fit. It extends the computerized score report with individualized teaching suggestions and practical steps for organization, confidence, and independent learning.

Sources: WJ V official overview; N.C. General Assembly, G.S. 115C-564; N.C. Division of Non-Public Education, Standardized Testing Required for Home Schools. Reviewed Sample evaluation date.

www.doa.nc.gov/divisions/non-public-education/home-schools/standardized-testing

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This is an actual Learning Analysis prepared by ATC Educational Services. The student's name has been changed to protect her privacy.

Is homeschooling a good match for Jordan Smith

Yes. Based on Jordan Smith's current achievement results, my observations across her testing visits, and the educational information shared with me, I believe her current homeschool arrangement is a good match. She is demonstrating strong academic skills while appearing more comfortable, engaged, and emotionally confident than she did at last year's appointment.

Last year, Jordan Smith arrived very nervous and anxious about testing. This year, she came in happy, interacted warmly with Nacho, our Testing Support Cat, and appeared much more relaxed. She was exceptionally cooperative, attentive, and willing to persist with difficult items. I considered this administration a fair estimate of her current achievement.

Jordan Smith continues to work slowly and meticulously. Her careful pace should be considered when planning assignments and deadlines. It does not diminish the academic strengths reflected in her results. My recommendation is to prioritize the quality, purpose, and manageability of her coursework rather than the number of classes she takes.

Challenge with a manageable workload

The family reported that the student felt overwhelmed by her previous school's demands and is more at ease with homeschooling. Her current results support continuing meaningful academic challenge within a flexible, supportive schedule. They do not establish that the previous school caused her anxiety or that all rigorous coursework is unsuitable for her.

The student is participating in Music Appreciation through a community college dual-enrollment program, Omnibus literature with an outside instructor, Discovering Design biology through a local co-op, and Math-U-See geometry with a tutor. This combination offers access to outside instructors and challenging content while preserving homeschool flexibility. College course participation is encouraging; her grades, assignment completion, and stress level will help determine the best ongoing pace.

Understanding Jordan Smith's achievement profile

Jordan Smith's WJ V results were compared with same-age peers. Her profile includes strong comprehension, academic knowledge, and mathematics, with average isolated word reading, spelling, and performance on some fluency tasks. The differences below are descriptive; formal statistical significance and rarity were not provided in the score report.

Test	SS	PR	Educational meaning
Passage Comprehension	121	92	Strength in using context to understand short passages
Academic Facts	125	95	Strong knowledge of academic topics
Calculation	120	91	Strong written computation
Applied Problems	114	82	Strong application of mathematical knowledge
Sentence Reading Fluency	118	88	Efficient reading and decisions on simple sentences
Sentence Writing Fluency	107	67	Age-appropriate production of brief prompted sentences
Math Facts Fluency	105	64	Age-appropriate rapid basic-fact production
Picture Vocabulary	106	65	Average naming of pictured objects; retrieval difficulty observed
Letter-Word Identification	99	47	Average isolated word identification
Spelling	96	40	Average spelling; phonetic spellings observed

SS = standard score; PR = percentile rank. Cluster scores: Brief Reading 109; Brief Math 117; Math Calculation Skills 116; Academic Skills/Brief Achievement 105; Academic Fluency 114.

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Strong understanding with uneven skill demands

Passage Comprehension is 22 points higher than Letter-Word Identification. This suggests that Jordan Smith demonstrates stronger understanding with context than when reading isolated words. Strong sentence-reading fluency provides additional evidence that reading speed is not a general weakness on the tasks assessed. These measures do not, by themselves, establish how easily she handles lengthy college texts or unfamiliar technical vocabulary.

Careful production and word retrieval

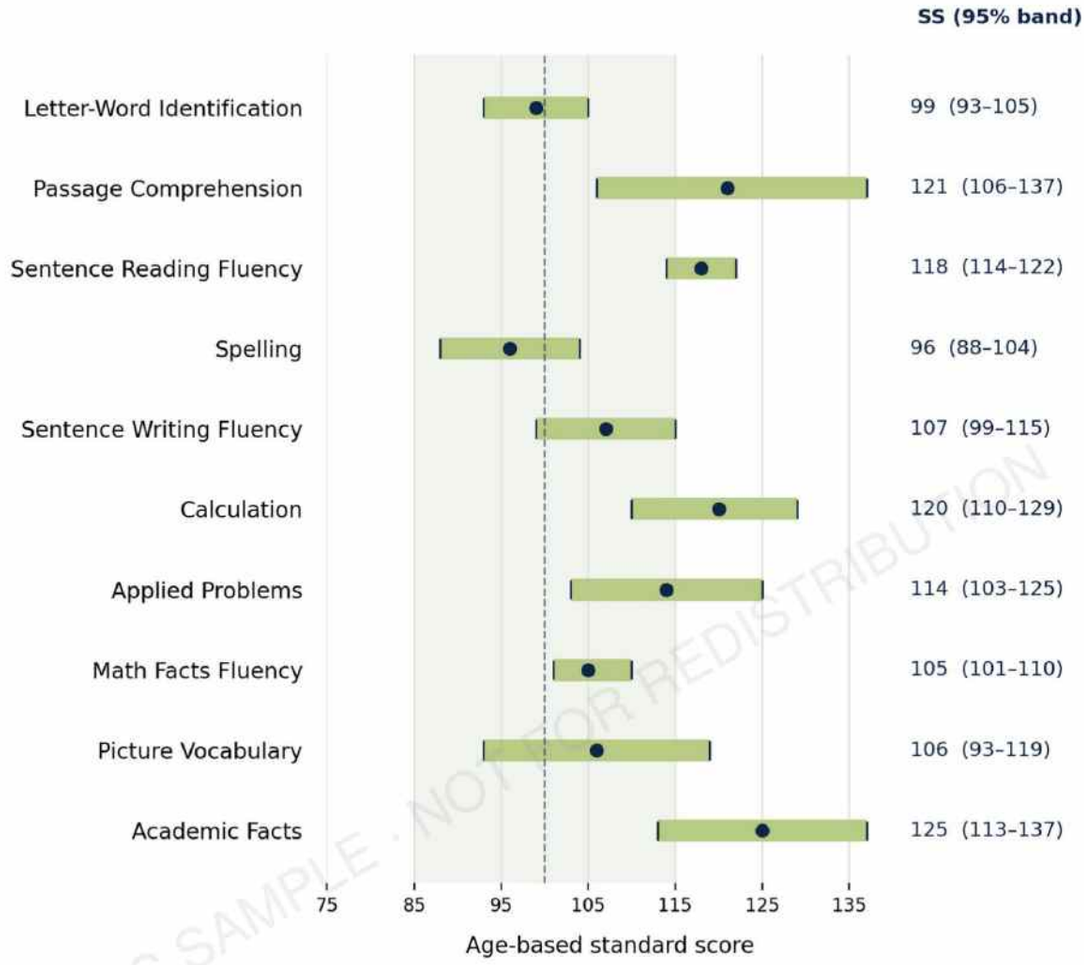
Calculation exceeds Math Facts Fluency by 15 points, while both performances are age-appropriate or stronger. Her pace may vary with the task. Phonetic spelling and difficulty retrieving pictured names merit targeted instructional attention, but do not establish dyslexia, a language disorder, or an executive functioning disorder.

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Jordan Smith | Achievement score profile

WJ V * Sample evaluation date * Age high-school age



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How to read this profile

Navy dot = standard score. Green bar = reported 95% confidence band.
Dashed line = age-peer mean of 100. Shading = 85–115 reference range.
Each test appears once; clusters are omitted to avoid repeating component scores.

Separated bands highlight differences for review; band overlap or nonoverlap is not a formal discrepancy or diagnostic analysis. Consider task demands and observations.

Instructional recommendations

Protect quality and maintain appropriate challenge

Continue a purposeful course load that meets Jordan Smith's educational goals and graduation requirements. Before adding a class, consider its weekly reading, writing, platform demands, and deadlines alongside existing commitments. Build in catch-up time and regular opportunities for rest. Preserve advanced discussion and meaningful content rather than reducing challenge across the board.

Support reading and vocabulary within her courses

Before a new biology or literature unit, identify a small group of essential unfamiliar words. Explain each in familiar language, examine useful roots and affixes, connect it with an example, and revisit it in discussion and writing. Invite Jordan Smith to explain an idea in her own words. When a word does not come readily, allow time and encourage description rather than interpreting hesitation as lack of understanding.

Make spelling instruction selective and relevant

Review Jordan Smith's actual spelling errors to identify recurring patterns in vowel choices, syllables, word endings, and meaningful word parts. Use brief, explicit practice with words from her writing and courses. For longer assignments, separate composing from proofreading and use spellcheck thoughtfully when the assignment permits it. Her spelling score alone does not call for a broad remedial program.

Use mathematics strengths without unnecessary speed pressure

Continue geometry with attention to reasoning, accuracy, vocabulary, and explanation of steps. If fact retrieval visibly interrupts her work, use brief targeted practice and permitted reference supports. Her Math Facts Fluency score is average, so extensive timed drills are not indicated by this score alone. Judge the need for support from actual coursework and observed errors.

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Support substantial writing beyond the timed task

Sentence Writing Fluency measures brief prompted sentences, not essay planning or sustained composition. For longer writing, use a sequence of topic selection, outline, draft, revision, and proofreading, with a separate deadline for each stage when helpful. Review a recent literature paper before deciding whether she needs additional writing instruction.

Build confidence through specific encouragement

Give Jordan Smith clear expectations and calm feedback. Notice concrete successes: asking a question, checking a deadline, completing a planned step, or correcting an error. Allow reasonable thinking time before repeating or rephrasing a question. Invite her input when deciding which supports help. The goal is increasing independence while keeping academic demands manageable.

These recommendations extend the report's general vocabulary-building suggestion by connecting instruction with Jordan Smith's actual courses and observed response patterns. Adjust them using her work samples, instructor feedback, and her own experience.

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Organization and self advocacy plan

Jordan Smith's online quiz experience highlights a practical need for learning a new platform and following through after contacting an instructor. She accidentally submitted a quiz after the first question, contacted the instructor, and then missed the opportunity to complete the reopened quiz because she did not realize it was available. Reaching out initially was a positive step. The next skill is tracking the response through to completion.

Use one planner consistently

I continue to recommend the Not Consumed High School Planner as an organizational tool. Use one central place to record assignments, deadlines, instructor messages, and next actions. The planner's value will come from a brief daily routine and gradual practice using it independently, rather than the product alone.

Establish a daily course check

At the beginning of each school day, Jordan Smith should check each active course platform, announcements, instructor messages, and upcoming deadlines. Record any change in the planner. At the end of the day, confirm that completed work shows as submitted and review any unresolved instructor requests. Check a reopened assignment's exact closing time rather than assuming it remains available.

Plan ahead for next semester

The student and her parent should confirm next semester's course enrollment options. eligibility-verification and class-enrollment deadlines. Record both in the planner with advance reminders. Submit required paperwork early, confirm receipt and approval, and complete class registration on time. Follow up promptly on missing documents or registration holds.

Track questions until they are resolved

When contacting an instructor, write down the date, the question, and the next action. If the instructor replies, record the deadline and complete the requested step. If no reply arrives, follow up according to the instructor's communication policy. A parent can initially review this list with Jordan Smith, then reduce support as she establishes the routine.

Practice respectful communication

Before an unfamiliar online quiz, review its navigation directions and ask about anything unclear. If an error occurs, Jordan Smith can explain what happened, acknowledge any missed follow-up, and ask what options are allowed under the course policy. For example: "I accidentally submitted the quiz early and later missed the reopened deadline. I understand that I missed that opportunity. Is another attempt possible, or would the course's lowest-quiz-grade policy apply?" Neither option should be assumed or promised.

Priorities for the next four to six weeks

- Record next semester's eligibility-verification and class-enrollment deadlines, set advance reminders, and confirm completion.
- Keep the present course load manageable and review workload before adding another class.
- Use the planner with daily platform checks and a short weekly parent review.
- Practice one complete instructor communication cycle: send, check, record, act, confirm.
- Collect a writing sample and a few examples of difficult words to target spelling and vocabulary support.

At the weekly review, discuss missed deadlines, assignment completion, the amount of prompting needed, and Jordan Smith's sense of stress and confidence. Continue supports that help; simplify routines that are not being used. Persistent difficulty despite these supports would warrant further discussion and, if appropriate, additional evaluation.

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This educational analysis combines WJ V achievement results, examiner observations, and educational history shared with ATC. It guides instruction and planning; it is not a diagnosis or a determination of college accommodations.

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