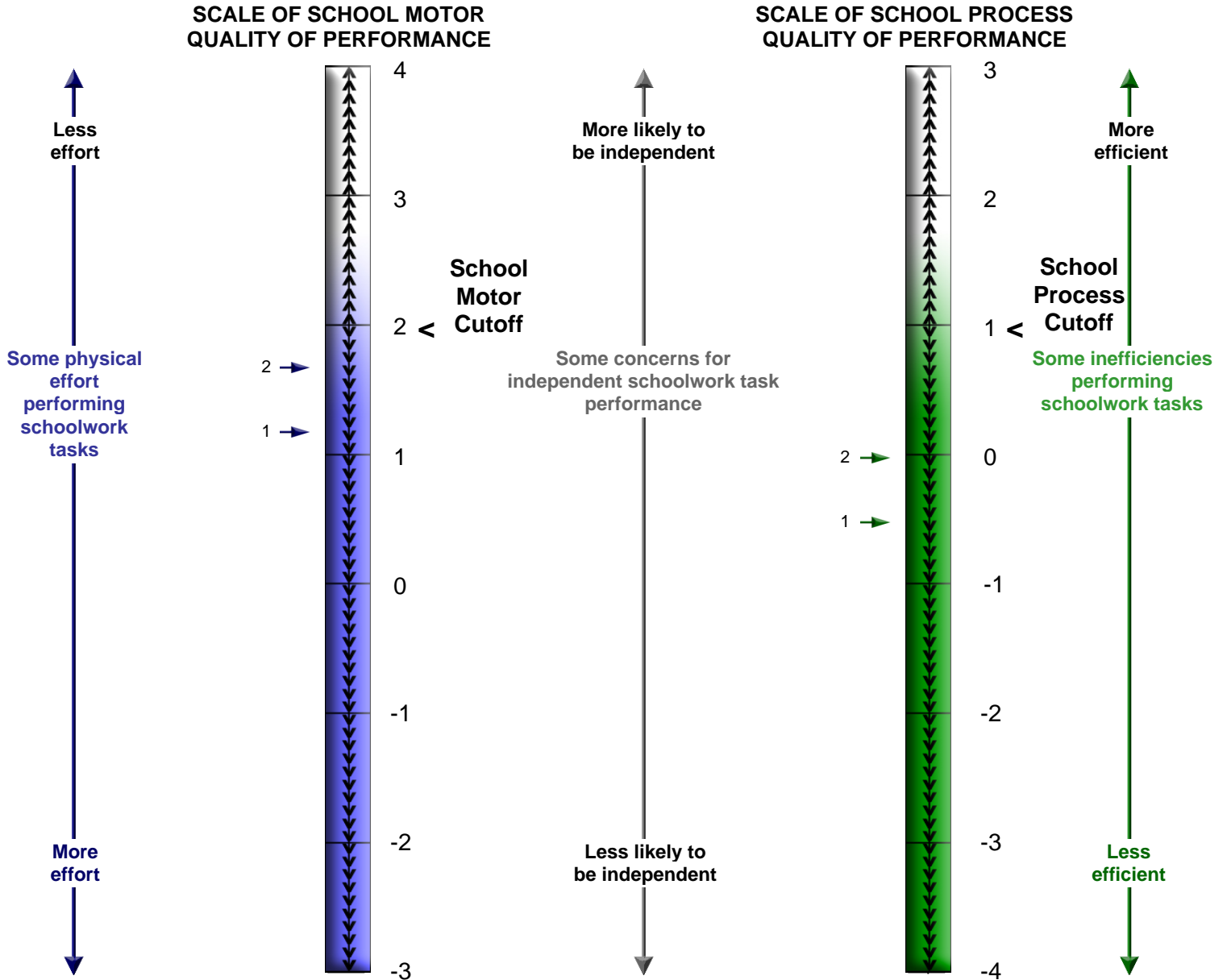


SCHOOL ASSESSMENT OF MOTOR AND PROCESS SKILLS (SCHOOL AMPS) PROGRESS REPORT

Student:	Jessica Sample	DATE	MOTOR	PROCESS
Occupational therapist:	Ling Huang	Evaluation 1	10/17/2004	1.20
	Ling Huang	Evaluation 2	05/22/2005	1.75
				-0.45
				0.09



The numbers on the school motor and school process scales are units of quality of schoolwork task performance (logits). The results are reported as school motor and school process quality of performance measures plotted in relation to the School AMPS cutoffs. Measures below the cutoffs indicate that there was diminished quality or effectiveness of schoolwork task performance. While measures below these cutoffs indicate that the student experienced problems that impacted the quality and effectiveness of schoolwork task performance, measures below the cutoffs may also occur because the student is young and, therefore, developmentally not yet able to perform schoolwork tasks independently and efficiently. See the School AMPS Narrative Report for further information regarding the interpretation of a single School AMPS evaluation, and where the student's school quality of performance measures are relative to his or her typically-developing peers.

Jessica Sample was evaluated on two occasions, October 17, 2004 and May 22, 2005. The change in her school quality of performance measures was 0.55 logits on the school motor scale, and 0.54 logits on the school process scale. Her school motor and school process quality of performance measures have improved since the initial evaluation. School motor and/or process quality of performance measures must differ by at least 0.50 logits to indicate that a student's quality of schoolwork task performance has changed between two test sessions. If two school quality of performance measures differ by at least 0.30 logits but less than 0.50 logits, there is still a possibility that the student's quality of schoolwork task performance has changed in a clinically meaningful way.