

INFORMATION REDACTED PURSUANT TO THE FREEDOM OF INFORMATION ACT (FOIA), 5 U.S.C.552(B)(6)

From: [REDACTED]
To: [EVOQ \(NHTSA\)](#)
Cc: [REDACTED]
Subject: A Followup Complaint from Lawrence Tata: ODI# 11001604
Date: Monday, August 5, 2019 2:04:38 PM
Attachments: [2019_08_02_13_31_25.pdf](#)
[2019_08_02_13_43_20.pdf](#)
[2019_08_02_13_44_05.pdf](#)
[DMV.docx](#)
[\[REDACTED\].pdf](#)
[\[REDACTED\].pdf](#)
[taureg recording \(2\).wav](#)

[REDACTED]

I would like a verification email notifying me that this has been received, and would like a response within 15 days. Thank you sincerely, from [REDACTED].

[DMV.docx](#) 10.1KB
[2019_08_02_13_31_25.pdf](#) 6.2MB
[taureg recording \(2\).wav](#) 8.5MB
[\[REDACTED\].pdf](#) 1.5MB
[\[REDACTED\].pdf](#) 1.5MB
[2019_08_02_13_44_05.pdf](#) 51.1KB
[2019_08_02_13_43_20.pdf](#) 1.3MB

[REDACTED]
 Customer Service Representative



[REDACTED]

Contracting Vehicles: [REDACTED]

Certifications: [REDACTED]

Partnerships: [REDACTED]

DOWNLOAD OUR TELESIS JOBS Mobile App from:

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Ask me how you can earn up to \$3,000 with TELESIS Employee Referral Program!

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Study: Volkswagen cheated on emissions standards — and made thousands of kids sick

A new study analyzes the effects of the “clean diesel” fraud. They’re not good.

By Kelsey Piper | Jul 16, 2019, 8:40am EDT



“Clean diesel” cars made by Volkswagen and others turned out to be a clever fraud. A new study finds that babies and children suffered as a result.

| [Part of our Volkswagen Pollution Alliance via Getty Images](#)

**FUTURE
PERFECT**

Finding the best ways to do good. Made possible by The Rockefeller Foundation.

In 2015, Volkswagen found itself the target of intense public ire — regulators had found that the German automaker had sold millions of cars worldwide that were **falsely touted as “clean diesel.”** The clean diesel cars were not clean at all. It turned out that Volkswagen had installed software that changed how the engine ran when it was undergoing an emissions test to make it look like a low-emissions vehicle.

The rest of the time? The cars were emitting dangerous pollutants at levels up to **150 times that of a normal car.**

With the cancellation of the [Phaeton](#) a few years ago, the Bratislava-built Touareg has stepped up to become Volkswagen's flagship model. The fancy SUV was retired from the U.S. market due to poor sales, but it's still going strong in other parts of the world where the vehicle is considered by many as being the whole package. About 17 years after its launch and now in its third generation, the [Touareg](#) has reached an important production milestone: 1,000,000 units.

To mark this occasion, [VW](#) is coming out with a special edition of the midsize luxury [SUV](#) appropriately called the "ONE Million." Buyers will be able to order the Touareg with a new optional Sechura Beige paint scheme and pick from a glossy 20-inch or silver 21-inch set of alloy wheels – both of which are also new to the range.

Gallery: 2020 VW Touareg ONE Million



To make it a bit more special than a regular Touareg, VW is giving the taillights a dark tint and is adding sill panel trims with the "ONE Million" logo also noticeable on the B-pillars. There's also a glossy black finish on the diffuser at the back as well as on the side profile for the wheel arch strips. Customers can order the ONE Million model with an optional R-Line Black Style exterior package with silver mirrors as depicted in the adjacent official images.

Stepping inside the cabin, the lavish Touareg has model-exclusive leather upholstery with olive leaf extracts and amber brown diamond stitching also applied onto the gear lever, steering wheel, and dashboard. VW even covered the key fob in leather and applied some silver decorative accents throughout the cabin.

If the Touareg ONE Million tickles your fancy, VW has set a starting price of €80,880 for the version equipped with the V6 TDI engine rated at 282 horsepower.



Invoice from RS Auto Specialties

RS@rsautospecialties.com <RS@rsautospecialties.com>

Tue, Aug 14, 2012 at 6:22 PM

To: [REDACTED]

[REDACTED]
as per your email request,

on 8/8/2012 when we did get your Volkswagen Touareg started, with a CO meter under the hood, I did witness a reading of 52. There was a definite exhaust smell around the vehicle. I have driven your Touareg in January, and did experience the exhaust smell inside the car and it was evident with the laboratory CO meter. Aside from the exhaust smell inside the car and the vibrations coming from the tires, which is most likely caused by the tires having flat spots since the car has been sitting for quite a while, I do feel the vehicle is in very good condition. I did not, however perform any inspections, such as the brakes, etc.

Robert Sciandra
Master Technician



RS Auto Specialties
14188 SW 139 Ct
Miami, FL 33186
786-473-2166

[Quoted text hidden]



Student Report [REDACTED]

National Comparison



TEACHER: [REDACTED]
 SCHOOL: [REDACTED]
 DISTRICT: AACCS

GRADE: K
 TEST DATE: 04/06

AGE: [REDACTED] yrs [REDACTED] Mos

with Otis-Lennon School Ability Test®, Eighth Edition

About This Student's Performance:

Domenic recently took the *Stanford Achievement Test, Tenth Edition* (Stanford 10). This test is one measure of this child's achievement. This report compares this child's performance to students in the same grade across the nation. Percentile Bands show ranges within which this child's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The chart below shows this child's performance in each subject area tested.

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	AACCS PR-S	Grade Equivalent	AAC Range	National Grade Percentile Bands							
								1	10	30	50	70	90	99	
Total Reading	100	97	573	98-9	84-7	2.2	HIGH								
Sounds and Letters	40	38	558	78-7	55-5	1.6	HIGH								
Word Reading	30	29	542	98-9	83-7	2.0	HIGH								
Sentence Reading	30	30	596	99-9	93-8	2.5	HIGH								
Mathematics	40	37	547	88-7	79-7	2.2	HIGH								
Environment	40	35	600	92-8	92-8	2.5	HIGH								
Listening	40	35	603	94-8	92-8	3.1	HIGH								
Basic Battery	180	169	NA	94-8	83-7	2.2	HIGH								
Complete Battery	220	204	NA	94-8	85-7	2.4	HIGH								

Otis-Lennon School Ability Test®	Number Possible	Number Correct	SAI	Age PR-S	Scaled Score	Nat'l Grade PR-S	National Grade Percentile Bands							
							1	10	30	50	70	90	99	
Total	60	42	96	40-5	537	56-5								
Verbal	30	19	90	27-4	515	46-5								
Nonverbal	30	23	102	55-5	559	62-6								

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Sounds and Letters	40	40	38			✓	Environment (cont.)													
Phonological Awareness	18	18	16			✓	Earth	5	5	3			✓							
Orthographic Awareness	6	6	6			H✓	Physical	5	5	4			✓							
Alphabetic Principles	16	16	16			✓	Science Process Skills	3	3	3				✓						
Word Reading	30	29	29			✓	Listening	40	40	35				✓						
Printed Word to Spoken Word	6	6	6			✓	Vocabulary	10	10	10				✓						
Printed Word to Picture	8	7	7			✓	Comprehension	30	30	25				✓						
Multiple Printed Word to Picture	8	8	8			✓	Initial Understanding	15	15	13				✓						
Dictated Word to Printed Word	8	8	8			✓	Interpretation	15	15	12				✓						
Sentence Reading	30	30	30			✓	Literary	16	16	12				✓						
Predictable Text	8	8	8			✓	Informational	7	7	7				✓						
Onset-Rime	10	10	10			✓	Functional	7	7	6				✓						
Simple Sentences	12	12	12			✓														
Mathematics	40	39	37			✓														
Number Sense & Operations	22	22	21			✓														
Patterns/Relationships/Algebra	4	4	4			✓														
Data, Statistics & Probability	4	4	4			✓														
Geometry & Measurement	10	9	8			✓														
Communication & Representation	12	12	12			H✓														
Estimation	3	3	2			✓														
Mathematical Connections	16	15	15			✓														
Reasoning & Problem Solving	9	9	8			✓														
Environment	40	40	35			✓														
History	5	5	5			✓														
Geography	5	5	4			✓														
Political Science	5	5	5			✓														
Economics	5	5	4			✓														
Life	7	7	7			✓														

The *Stanford Achievement Test Series, Tenth Edition (Stanford 10)*, includes a single reporting system designed to present scores over the entire *Stanford 10* series from the SESAT to the TASK levels. The reports also include results for the *Otis-Lennon School Ability Test®, Eighth Edition (OLSAT®8)*, when it is administered in combination with the *Stanford 10*.

STUDENT REPORTS

- Various reports provide information about individual students' scores for subtests, totals, and/or clusters.
- The student's name appears at the top of the report for high visibility and quick recognition.
- The classroom teacher's name, school, and district appear in the upper portion of the report for easy identification.
- Grade and test date are printed at the top center of the score reports.
- Stanford 10 and OLSAT norms (Fall, Midyear, or Spring), test level, and form are printed at the bottom of the reports.
- On some reports, when percentile ranks are reported, grade percentile bands are reported on a bar graph. These bands, which span ± 1 standard error of measurement, permit quick identification of student's relative strengths and weaknesses by subject area. In general, percentile bands that do not overlap may be considered to represent significant differences in performance.
- On some reports, short paragraphs for each subject area tested describe the subtest, your student's performance, and provide suggestions for further learning at home.
- On some reports, performance on clusters is reported as Below Average, Average, or Above Average. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters or process clusters. Number Possible, Number Attempted, and Number Correct for each cluster are also reported.
- OLSAT scores are reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 10.
- On some reports, the Lexile™ measure is reported. The Lexile™ measure, converted from the student's Reading Comprehension subtest score, is an indicator of the student's reading level and can be used to match the student to appropriate text.

ABBREVIATIONS

AAC = Achievement/Ability Comparison	PHS = Post High School
AVG = Average	PK = Pre-Kindergarten
GE = Grade Equivalent	PR-S = Percentile Rank-Stanine
LVL = Level	Q1 = First Quartile
N, % = Number, Percent	Q3 = Third Quartile
NAT'L or NATL = National	NP/NA/NC = Number Possible/Number Attempted/Number Correct
NC = Number Correct	SAI = School Ability Index
NCE = Normal Curve Equivalent	SD or STANDARD DEV = Standard Deviation
N-COUNT = Number of Students	SS = Scaled Score
OLSAT = Otis-Lennon School Ability Test®, Eighth Edition	UG = Ungraded
P10 = 10th Percentile	
P90 = 90th Percentile	

GROUP REPORTS

- Student Reports may be accompanied by group summaries that are available for class, school, or district.
- The group name appears at the top of the report for high visibility and quick recognition.
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- Stanford 10 and OLSAT norms (Fall, Midyear, or Spring), test level, and form are printed at the bottom of the reports.
- Summaries of the score types chosen are reported for overall performance.
- On some reports, when percentile ranks are reported, a bar graph in terms of Grade Percentile Ranks permits quick identification of the group's relative strengths and weaknesses by subject area.
- On some reports, a summary of the group's performance on multiple-choice clusters is reported in terms of percent of students in the group scoring in the Below Average, Average, or Above Average categories. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters or process clusters. Number of items for each cluster is also reported.
- OLSAT scores are summarized and reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 10.

FOOTNOTES

DNA = Not available because the student did not attempt the test or all components of a total score.
 H✓ = "Average," but the highest possible rating for this cluster for this grade.
 INV = Invalidated subtest.
 L✓ = "Average," but the lowest possible rating for this cluster for this grade.
 NA = Scaled Scores not available for Battery.
 NA¹ = Not available because number correct (raw score) of zero does not yield any derived scores.
 NA² = Not available because the student's age is unknown or out of range for the grade.
 NA³ = Norms do not exist for this grade because the test was given out of level.
 NA⁴ = Cluster performance ratings are available for national norms only.

NA⁵ = Number correct (raw score) not available for mixed levels.
 NA⁶ = Not available because the student's grade was designated Ungraded.
 0¹ = A zero score yields no derived scores.
 1 = Statistics do not include students with zero number correct (raw score).
 2 = Excludes students with missing or questionable ages.
 3 = Local norms based on fewer than 100 students lack precision and should be interpreted with caution.
 4 = Numbers may vary because mixed-level testing occurred and not all subtests exist at all levels.

TYPES, CHARACTERISTICS, AND APPLICATIONS OF SCORES ON SUBTESTS AND DOMAIN TOTALS

Score	Description	Comparable Across			Grades
		Subtests	Forms	Levels	
Number Correct (NC)	The number of questions the student answered correctly. (Interpret only in relation to the set of questions on which the score was earned.)	NO	NO	NO	Only for the same subtest, form, or level
Scaled Score (SS)	Facilitates conversions to other score types and suitable for studying change in performance over time.	NO	YES	YES	Only for the same subtest
Percentile Rank (PR)	Indicates the relative standing of a student in comparison with students in the same grade in the norm (reference) group who took the test at a comparable time.	YES	YES	YES	NO
Stanine (S)	Standard score with a mean of 5 and a standard deviation of 2. Stanines of 1, 2, 3 are below average; 4, 5, 6 are average; and 7, 8, 9 are above average. (Useful for interpreting score profiles.)	YES	YES	YES	NO
Normal Curve Equivalent (NCE)	Direct conversion from percentile rank. (Standard score resulting from the division of the normal curve into 99 equal units.)	YES	YES	YES	NO
Grade Equivalent (GE)	Grade placement at which the number correct (raw score) is average.	YES	YES	YES	NO
Achievement/Ability Comparison (AAC)	Evaluates a student's performance on a Stanford subtest or domain total in relation to the performance of others with the same level of ability. (An AAC of "High" refers to the top 23% of the comparison group, "Low" to the lowest 23%, and "Middle" to the middle 54%.)	YES	YES	YES	NO
School Ability Index (SAI)	An age-based, normalized standard score with a mean of 100 and a standard deviation of 16. The student's School Ability Index is derived from Verbal, Nonverbal, and Total scores earned when the OLSAT is administered with the Stanford 10.	NO	YES	YES	Only for the same subtest

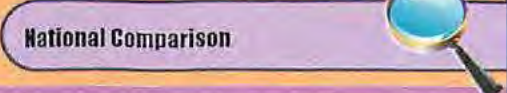
SCORES ON BATTERY TOTALS AND COMPOSITES

Score	Description
Number Correct (NC)	The sum of all subtest number correct scores.
Equivalent (NCE) Normal Curve	The average of the subtest NCEs across all subtests taken.
Scaled Score (SS)	Not available for battery totals and composites.
Grade Equivalent (GE)	The median GE across all subtests taken.
Percentile Rank (PR) Achievement/Ability Comparison (AAC)	Obtained from the mean NCE. The average of the subtest AACs; obtained from subtest AAC ranges.
Stanine (S)	Determined from the percentile rank.

Please refer to the *Stanford 10 Spring Multilevel Norms Book* or the *Stanford 10 Fall Multilevel Norms Book* for detailed explanations and guidance related to scores.



Student Report | [REDACTED]



TEACHER: NO NAME GIVEN

SCHOOL [REDACTED]

DISTRICT: AACG

GRADE: 01

TEST DATE: 04/07

AGE: [REDACTED] Yrs [REDACTED] Mos

About This Student's Performance:

Domenic recently took the *Stanford Achievement Test, Tenth Edition* (Stanford 10). This test is one measure of this child's achievement. This report compares this child's performance to students in the same grade across the nation. Percentile Bands show ranges within which this child's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The chart below shows this child's performance in each subject area tested.

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	AACG PR-S	Grade Equivalent	National Grade Percentile Bands								
							1	10	30	50	70	90	99		
Total Reading	130	124	618	90-8	83-7	3.7									
Word Study Skills	30	28	651	92-8	78-7	6.3									
Word Reading	30	30	608	89-8	82-7	3.6									
Sentence Reading	30	28	582	59-5	49-5	2.1									
Reading Comprehension	40	38	617	88-7	81-7	3.6									
Total Mathematics	72	60	568	83-7	70-6	2.6									
Mathematics Problem Solving	42	34	565	71-6	58-5	2.4									
Mathematics Procedures	30	26	572	91-8	79-7	2.9									
Language	40	32	581	79-7	64-6	2.6									
Spelling	36	36	631	96-9	92-8	5.4									
Environment	40	34	602	77-7	72-6	2.6									
Listening	40	33	603	80-7	71-6	3.1									
Basic Battery	318	285	NA	85-7	74-6	3.1									
Complete Battery	358	319	NA	84-7	74-6	3.0									

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Word Study Skills	30	30	28			✓	Mathematics Problem Solving (cont.)							Listening	40	40	33			✓
Structural Analysis	12	12	12			✓	Reasoning & Problem Solving	11	11	10			✓	Vocabulary	10	10	8			✓
Phonetic Analysis-Consonants	9	9	8			✓	Mathematics Procedures	30	30	26			✓	Comprehension	30	30	25			✓
Phonetic Analysis-Vowels	9	9	8			✓	Number Facts	8	8	7			✓	Initial Understanding	15	15	14			✓
Word Reading	30	30	30			✓	Computation w/Whole Numbers	22	22	19			✓	Interpretation	15	15	11			✓
Multiple Printed Word to Picture	30	30	30			✓	Computation in Context	8	8	7			✓	Literary	14	14	10			✓
Sentence Reading	30	30	28			✓	Computation/Symbolic Notation	22	22	19			✓	Informational	8	8	7			✓
Predictable Text	5	5	5		H/		Language	40	40	32			✓	Functional	8	8	8			✓
Onset-Rime	10	10	10		H/		Capitalization	6	6	4			✓							
Two Simple Sentences	15	15	13			✓	Usage	7	7	6			✓							
Reading Comprehension	40	40	38			✓	Punctuation	7	7	4			✓							
Two-Sentence Stories	10	10	10		H/		Sentence Structure	6	6	6			✓							
Cloze	12	12	12			✓	Prewriting	5	5	5			✓							
Short Passages w/Questions	18	18	16			✓	Content and Organization	9	9	7			✓							
Literary	6	6	4			✓	Spelling	36	36	36			✓							
Informational	6	6	6			✓	Sight Words	6	6	6			✓							
Functional	6	6	6			✓	Phonetic Principles	23	23	23			✓							
Initial Understanding	6	6	6			✓	Structural Principles	7	7	7			✓							
Interpretation	8	8	8			✓	Environment	40	40	34			✓							
Critical Analysis & Strategies	4	4	2			✓	History	5	5	4			✓							
Mathematics Problem Solving	42	42	34			✓	Geography	5	5	4			✓							
Number Sense & Operations	24	24	20			✓	Political Science	5	5	5			✓							
Patterns/Relationships/Algebra	4	4	2			✓	Economics	5	5	5			✓							
Data, Statistics & Probability	4	4	4			✓	Life	7	7	6			✓							
Geometry & Measurement	10	10	8			✓	Earth	5	5	5			✓							
Communication & Representation	6	6	6			✓	Physical	5	5	3			✓							
Estimation	3	3	2			✓	Science Process Skills	3	3	2			✓							
Mathematical Connections	22	22	16			✓														

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ABBREVIATIONS

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AVG = Average

GE = Grade Equivalent

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NCE = Normal Curve Equivalent

N-COUNT = Number of Students

OLSAT = Otis-Lennon School Ability Test[®], Eighth Edition

P10 = 10th Percentile

P90 = 90th Percentile

PHS = Post High School

PK = Pre-Kindergarten

PR-S = Percentile Rank-Stanine

Q1 = First Quartile

Q3 = Third Quartile

NP/NA/NC = Number Possible/Number Attempted/Number Correct

SAI = School Ability Index

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		Subtests	Forms	Levels	Grades
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Scaled Score (SS)	Facilitates conversions to other score types and suitable for studying change in performance over time.	NO	YES	YES	Only for the same subtest
Percentile Rank (PR)	Indicates the relative standing of a student in comparison with students in the same grade in the norm (reference) group who took the test at a comparable time.	YES	YES	YES	NO
Stanine (S)	Standard score with a mean of 5 and a standard deviation of 2. Stanines of 1, 2, 3 are below average; 4, 5, 6 are average; and 7, 8, 9 are above average. (Useful for interpreting score profiles.)	YES	YES	YES	NO
Normal Curve Equivalent (NCE)	Direct conversion from percentile rank. (Standard score resulting from the division of the normal curve into 99 equal units.)	YES	YES	YES	NO
Grade Equivalent (GE)	Grade placement at which the number correct (raw score) is average.	YES	YES	YES	NO
Achievement/Ability Comparison (AAC)	Evaluates a student's performance on a Stanford subtest or domain total in relation to the performance of others with the same level of ability. (An AAC of "High" refers to the top 23% of the comparison group, "Low" to the lowest 23%, and "Middle" to the middle 54%.)	YES	YES	YES	NO
School Ability Index (SAI)	An age-based, normalized standard score with a mean of 100 and a standard deviation of 16. The student's School Ability Index is derived from Verbal, Nonverbal, and Total scores earned when the OLSAT is administered with the Stanford 10.	NO	YES	YES	Only for the same subtest

SCORES ON BATTERY TOTALS AND COMPOSITES

Score	Description
Number Correct (NC)	The sum of all subtest number correct scores.
Equivalent (NCE) Normal Curve	The average of the subtest NCEs across all subtests taken.
Scaled Score (SS)	Not available for battery totals and composites.
Grade Equivalent (GE)	The median GE across all subtests taken.
Percentile Rank (PR)	Obtained from the mean NCE.
Achievement/Ability Comparison (AAC)	The average of the subtest AACs; obtained from subtest AAC ranges.
Stanine (S)	Determined from the percentile rank.

Please refer to the *Stanford 10 Spring Multilevel Norms Book* or the *Stanford 10 Fall Multilevel Norms Book* for detailed explanations and guidance related to scores.

33



Student Report

National Comparison



TEACHER: [REDACTED]
 SCHOOL: [REDACTED]
 DISTRICT: IACCS

GRADE: 02
 TEST DATE: 03/08

AGE: [REDACTED] yrs [REDACTED] Mos

About This Student's Performance:

Domenic recently took the Stanford Achievement Test, Tenth Edition (Stanford 10). This test is one measure of this child's achievement. This report compares this child's performance to students in the same grade across the nation. Percentile Bands show ranges within which this child's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The chart below shows this child's performance in each subject area tested.

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	Local PR-S	Grade Equivalent	National Grade Percentile Bands								
							1	10	30	50	70	90	99		
Total Reading	100	85	625	74-6	60-6	4.2									
Word Study Skills	30	27	664	84-7	68-6	7.6									
Reading Vocabulary	30	27	609	65-6	52-5	3.7									
Reading Comprehension	40	31	614	64-6	52-5	3.5									
Total Mathematics	74	60	597	70-6	60-6	3.5									
Mathematics Problem Solving	44	36	608	74-6	73-6	3.7									
Mathematics Procedures	30	24	580	58-5	38-4	3.1									
Language	48	40	603	62-6	46-5	3.3									
Spelling	36	36	670	95-8	94-8	8.5									
Environment	40	31	611	59-5	58-5	3.0									
Listening	40	21	575	25-4	17-3	2.0									
Basic Battery	298	242	NA	68-6	57-5	3.6									
Complete Battery	338	273	NA	67-6	57-5	3.5									

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Word Study Skills	30	30	27			✓	Mathematics Procedures (cont.)							Listening (cont.)						
C Structural Analysis	12	12	12		HY		P Computation/Symbolic Notation	22	22	19			✓	C Informational	8	8	2			✓
C Phonetic Analysis-Consonants	9	9	9			✓	C Language	48	48	40			✓	C Functional	8	7	4			✓
C Phonetic Analysis-Vowels	9	9	6			✓	C Capitalization	8	8	6			✓							
Reading Vocabulary	30	28	27			✓	C Usage	8	8	8			✓							
C Synonyms	18	16	16			✓	C Punctuation	8	8	6			✓							
C Multiple Meaning Words	6	6	5			✓	C Sentence Structure	7	7	6			✓							
C Context Clues	6	6	6			✓	C Prewriting	5	5	5			✓							
Reading Comprehension	40	39	31			✓	C Content and Organization	12	12	9			✓							
C Literary	14	14	10			✓	Spelling	36	36	36			✓							
C Informational	13	12	10			✓	C Sight Words	6	6	6			✓							
C Functional	13	13	11			✓	C Phonetic Principles	24	24	24			✓							
P Initial Understanding	8	8	5			✓	C Structural Principles	6	6	6			HY							
P Interpretation	18	18	14			✓	Environment	40	39	31			✓							
P Critical Analysis & Strategies	14	13	12			✓	C History	5	5	2			✓							
Mathematics Problem Solving	44	44	36			✓	C Geography	5	5	5			✓							
C Number Sense & Operations	24	24	18			✓	C Political Science	5	5	4			✓							
C Patterns/Relationships/Algebra	4	4	4			✓	C Economics	5	5	5			✓							
C Data, Statistics & Probability	6	6	6			✓	C Life	7	7	6			✓							
C Geometry & Measurement	10	10	8			✓	C Earth	4	4	3			✓							
P Communication & Representation	6	6	5			✓	C Physical	6	5	3			✓							
P Estimation	3	3	2			✓	P Science Process Skills	3	3	3			HY							
P Mathematical Connections	22	22	18			✓	Listening	40	39	21			✓							
P Reasoning & Problem Solving	13	13	11			✓	C Vocabulary	10	10	7			✓							
Mathematics Procedures	30	30	24			✓	C Comprehension	30	29	14			✓							
C Number Facts	13	13	12			✓	P Initial Understanding	15	15	9			✓							
C Computation w/Whole Numbers	17	17	12			✓	P Interpretation	15	14	5			✓							
P Computation in Context	8	8	5			✓	C Literary	14	14	8			✓							

The *Stanford Achievement Test Series, Tenth Edition (Stanford 10)*, includes a single reporting system designed to present scores over the entire *Stanford 10* series from the SESAT to the TASK levels. The reports also include results for the *Otis-Lennon School Ability Test®, Eighth Edition (OLSAT®8)*, when it is administered in combination with the *Stanford 10*.

STUDENT REPORTS

- Various reports provide information about individual students' scores for subtests, totals, and/or clusters.
- The student's name appears at the top of the report for high visibility and quick recognition.
- The classroom teacher's name, school, and district appear in the upper portion of the report for easy identification.
- Grade and test date are printed at the top center of the score reports.
- Stanford 10 and OLSAT norms (Fall, Midyear, or Spring), test level, and form are printed at the bottom of the reports.
- On some reports, when percentile ranks are reported, grade percentile bands are reported on a bar graph. These bands, which span ± 1 standard error of measurement, permit quick identification of student's relative strengths and weaknesses by subject area. In general, percentile bands that do not overlap may be considered to represent significant differences in performance.
- On some reports, short paragraphs for each subject area tested describe the subtest, your student's performance, and provide suggestions for further learning at home.
- On some reports, performance on clusters is reported as Below Average, Average, or Above Average. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters or process clusters. Number Possible, Number Attempted, and Number Correct for each cluster are also reported.
- OLSAT scores are reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 10.
- On some reports, the Lexile™ measure is reported. The Lexile™ measure, converted from the student's Reading Comprehension subtest score, is an indicator of the student's reading level and can be used to match the student to appropriate text.

ABBREVIATIONS

AAC = Achievement/Ability Comparison	PHS = Post High School
AVG = Average	PK = Pre-Kindergarten
GE = Grade Equivalent	PR-5 = Percentile Rank-Stanine
LVL = Level	Q1 = First Quartile
N, % = Number, Percent	Q3 = Third Quartile
NAT'L or NATL = National	NP/NA/NC = Number Possible/Number Attempted/Number Correct
NC = Number Correct	SAI = School Ability Index
NCE = Normal Curve Equivalent	SD or STANDARD DEV = Standard Deviation
N-COUNT = Number of Students	SS = Scaled Score
OLSAT = <i>Otis-Lennon School Ability Test®, Eighth Edition</i>	UG = Ungraded
P10 = 10th Percentile	
P90 = 90th Percentile	

GROUP REPORTS

- Student Reports may be accompanied by group summaries that are available for class, school, or district.
- The group name appears at the top of the report for high visibility and quick recognition.
- The school and/or district names appear in the upper portion of the report for easy identification.
- Grade and test date are printed at the top center of the score reports.
- Stanford 10 and OLSAT norms (Fall, Midyear, or Spring), test level, and form are printed at the bottom of the reports.
- Summaries of the score types chosen are reported for overall performance.
- On some reports, when percentile ranks are reported, a bar graph in terms of Grade Percentile Ranks permits quick identification of the group's relative strengths and weaknesses by subject area.
- On some reports, a summary of the group's performance on multiple-choice clusters is reported in terms of percent of students in the group scoring in the Below Average, Average, or Above Average categories. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters or process clusters. Number of Items for each cluster is also reported.
- OLSAT scores are summarized and reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 10.

FOOTNOTES

DNA = Not available because the student did not attempt the test or all components of a total score.	NA ^a = Number correct (raw score) not available for mixed levels.
H✓ = "Average," but the highest possible rating for this cluster for this grade.	NA ^b = Not available because the student's grade was designated Ungraded.
INV = Invalidated subtest.	0 ^c = A zero score yields no derived scores.
L✓ = "Average," but the lowest possible rating for this cluster for this grade.	^d = Statistics do not include students with zero number correct (raw score).
NA = Scaled Scores not available for Battery.	^e = Excludes students with missing or questionable ages.
NA ^a = Not available because number correct (raw score) of zero does not yield any derived scores.	^f = Local norms based on fewer than 100 students lack precision and should be interpreted with caution.
NA ^b = Not available because the student's age is unknown or out of range for the grade.	^g = Numbers may vary because mixed-level testing occurred and not all subtests exist at all levels.
NA ^c = Norms do not exist for this grade because the test was given out of level.	
NA ^d = Cluster performance ratings are available for national norms only.	

TYPES, CHARACTERISTICS, AND APPLICATIONS OF SCORES ON SUBTESTS AND DOMAIN TOTALS

Score	Description	Comparable Across			Grades
		Subtests	Forms	Levels	
Number Correct (NC)	The number of questions the student answered correctly. (Interpret only in relation to the set of questions on which the score was earned.)	NO	NO	NO	Only for the same subtest, form, or level
Scaled Score (SS)	Facilitates conversions to other score types and suitable for studying change in performance over time.	NO	YES	YES	Only for the same subtest
Percentile Rank (PR)	Indicates the relative standing of a student in comparison with students in the same grade in the norm (reference) group who took the test at a comparable time.	YES	YES	YES	NO
Stanine (S)	Standard score with a mean of 5 and a standard deviation of 2. Stanines of 1, 2, 3 are below average; 4, 5, 6 are average; and 7, 8, 9 are above average. (Useful for interpreting score profiles.)	YES	YES	YES	NO
Normal Curve Equivalent (NCE)	Direct conversion from percentile rank. (Standard score resulting from the division of the normal curve into 99 equal units.)	YES	YES	YES	NO
Grade Equivalent (GE)	Grade placement at which the number correct (raw score) is average.	YES	YES	YES	NO
Achievement/Ability Comparison (AAC)	Evaluates a student's performance on a Stanford subtest or domain total in relation to the performance of others with the same level of ability. (An AAC of "High" refers to the top 23% of the comparison group, "Low" to the lowest 23%, and "Middle" to the middle 54%.)	YES	YES	YES	NO
School Ability Index (SAI)	An age-based, normalized standard score with a mean of 100 and a standard deviation of 16. The student's School Ability Index is derived from Verbal, Nonverbal, and Total scores earned when the OLSAT is administered with the Stanford 10.	NO	YES	YES	Only for the same subtest

SCORES ON BATTERY TOTALS AND COMPOSITES

Score	Description
Number Correct (NC)	The sum of all subtest number correct scores.
Equivalent (NCE) Normal Curve	The average of the subtest NCEs across all subtests taken.
Scaled Score (SS)	Not available for battery totals and composites.
Grade Equivalent (GE)	The median GE across all subtests taken.
Percentile Rank (PR) Achievement/Ability Comparison (AAC)	Obtained from the mean NCE. The average of the subtest AACs; obtained from subtest AAC ranges.
Stanine (S)	Determined from the percentile rank.

Please refer to the *Stanford 10 Spring Multilevel Norms Book* or the *Stanford 10 Fall Multilevel Norms Book* for detailed explanations and guidance related to scores.



Student Report | [REDACTED]

National Comparison 

TEACHER: [REDACTED]
 SCHOOL: [REDACTED]
 DISTRICT: IACCS

GRADE: 03
 TEST DATE: 04/09

AGE: [REDACTED] yrs [REDACTED] mos

About This Student's Performance:

Domenic recently took the *Stanford Achievement Test Tenth Edition* (Stanford 10). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade across the nation. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The narratives below describe what each subtest measures and this student's performance in that subject area. Also included are some suggested activities designed to engage this student as you work together toward continued academic development.

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	Local PR-S	Grade Equivalent	National Grade Percentile Bands									
							1	10	30	50	70	90	99			
Total Reading	114	105	683	94-8	93-8	9.1										
Word Study Skills	30	29	727	97-9	94-8	PHS										
Reading Vocabulary	30	27	660	82-7	73-6	6.4										
Reading Comprehension	54	49	679	91-8	92-8	9.3										
Total Mathematics	76	68	661	90-8	86-7	7.7										
Mathematics Problem Solving	46	41	657	83-7	85-7	7.3										
Mathematics Procedures	30	27	666	89-8	77-7	7.9										
Language	48	36	628	61-6	46-5	5.2										
Spelling	38	29	637	80-7	70-6	5.7										
Science	40	35	670	91-8	91-8	9.2										
Social Science	40	30	631	69-6	59-5	5.8										
Listening	40	29	617	55-5	41-5	4.2										
Thinking Skills	174	151	656	89-8	86-7	7.1										
Basic Battery	316	267	NA	83-7	76-6	6.9										
Complete Battery	396	332	NA	83-7	76-6	6.9										

TOTAL READING The Reading subtests measure early reading skills such as relating sounds to proper spellings, word recognition, sentence reading, as well as the comprehension and interpretation of literary, informational, and functional reading selections. Domenic's score is in the Above Average range for the grade. Congratulations! Encourage your child to keep up the good work. Read together every day and help your child keep a reading log.

TOTAL MATHEMATICS The Mathematics subtests measure problem solving skills involving number sense, operations, patterns, graphs, geometry, and measurement concepts. Also measured is the student's fluency with arithmetic operations involving whole numbers and decimals. Domenic's score is in the Above Average range for the grade. Congratulations! Encourage your child to estimate the number of objects in a group before counting them, or estimate the length or weight of an object before measuring it. Try giving your child an "answer" and let him or her invent different types of story problems that would result in that answer.

LANGUAGE The Language subtest measures the student's application of the language principles that form effective writing including capitalization, punctuation, word usage, sentence structure, organization, composing, and editing. Domenic's score is in the Average range for the grade. Show your child a photograph of a city in a magazine. Ask your child to talk about the picture and to ask questions about what he or she sees.

SPELLING The Spelling subtest measures the student's ability to recognize the correct spelling of words, as well as the application of phonetic and structural principles to the identification of correctly spelled words. Domenic's score is in the Above Average range for the grade. Congratulations! Encourage your child to use spelling words when writing short stories, letters, or notes.

SCIENCE The Science subtest measures the student's understanding of life science, Earth science, physical science, and the nature of science. Also measured is the student's ability to analyze evidence and models, recognize patterns, and compare the forms and functions of organisms. Domenic's score is in the Above Average range for the grade. Provide opportunities for your student to actively investigate living and non-living systems using household materials. Encourage your student to read children's science books and magazines to learn more.

SOCIAL SCIENCE The Social Science subtest measures the student's achievement in the areas of history, geography, political science, and economics. Also assessed is the student's ability to apply that knowledge and analyze new information. Domenic's score is in the Average range for the grade. Ask your student to draw simple maps. Share and discuss daily news headlines. Encourage your student to read and discuss content in informational, biographical, or historical fiction books.

LISTENING The Listening subtest measures student recognition of spoken words and

the student's ability to construct meaning from dictated material. Also measured is the student's ability to understand, interpret, and analyze information contained in literary, informational, and functional messages. Domenic's score is in the Average range for the grade. Encourage your child to read independently. Read the same book as your child is reading and discuss it. Ask him or her to explain story elements from the book. Listen to radio or television messages together and discuss the meaning of what you heard.



Student Report | [REDACTED]

National Comparison 

TEACHER [REDACTED]
 SCHOOL [REDACTED]
 DISTRICT: ACCS

GRADE: 04
 TEST DATE: 04/10

AGE [REDACTED] yrs [REDACTED] mos

About This Student's Performance:

Domenic recently took the *Stanford Achievement Test Tenth Edition (Stanford 10)*. This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade across the nation. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The narratives below describe what each subtest measures and this student's performance in that subject area. Also included are some suggested activities designed to engage this student as you work together toward continued academic development.

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	Local PR-S	Grade Equivalent	National Grade Percentile Bands								
							1	10	30	50	70	90	99		
Total Reading	114	94	663	78-7	65-6	7.1									
Word Study Skills	30	25	664	76-6	53-5	7.6									
Reading Vocabulary	30	28	686	83-7	77-7	8.4									
Reading Comprehension	54	41	655	71-6	61-6	6.6									
Total Mathematics	80	63	652	78-7	66-6	6.6									
Mathematics Problem Solving	48	37	653	77-7	74-6	6.8									
Mathematics Procedures	32	26	650	74-6	50-5	6.3									
Language	48	41	663	85-7	72-6	8.4									
Language Mechanics	24	20	659	79-7	68-6	7.6									
Language Expression	24	21	667	82-7	70-6	9.2									
Spelling	40	35	679	91-8	83-7	9.6									
Science	40	32	654	78-7	67-6	7.3									
Social Science	40	35	673	90-8	90-8	10.0									
Listening	40	28	635	67-6	52-5	5.9									
Thinking Skills	190	151	653	83-7	74-6	6.7									
Basic Battery	322	261	NA	79-7	66-6	7.2									
Complete Battery	402	328	NA	80-7	69-6	7.5									

TOTAL READING The Reading subtests measure reading skills such as relating word sounds and spellings, determining word meanings and synonyms, as well as the understanding, interpretation, and analysis of literary, informational, and functional reading selections. Domenic's score is in the Above Average range for the grade. Congratulations! Encourage your student to read and talk about books, articles from student magazines, and announcements on the school bulletin board.

TOTAL MATHEMATICS The Mathematics subtests measure problem solving skills involving number sense, operations, patterns and algebra, data and probability, geometry, and measurement concepts. Also measured is the student's fluency with arithmetic operations involving whole numbers, decimals, and fractions. Domenic's score is in the Above Average range for the grade. Use library resources to explore Internet sites related to mathematics. Explore mathematics-related activities in everyday life. Ask if your school offers enriched mathematics studies. Discuss roles played by chance in activities you do together. Use home projects to investigate relationships between units used to measure length, area, and volume.

LANGUAGE The Language subtest measures the student's application of the language principles that form effective writing including capitalization, punctuation, word usage, sentence structure, organization, composing, and editing. Domenic's score is in the Above Average range for the grade. Congratulations! Encourage your

student to write stories and poems that have one or more themes. Help your student create a special book of these writings.

SPELLING The Spelling subtest measures the student's ability to recognize the correct spelling of words, as well as the application of phonetic and structural principles to the identification of correctly spelled words. Domenic's score is in the Above Average range for the grade. Congratulations! Help your student to notice common spellings in words that have the same vowel or consonant sounds.

SCIENCE The Science subtest measures the student's understanding of life science, Earth science, physical science, and the nature of science. Also measured is the student's ability to analyze evidence and models, recognize patterns, and compare the forms and functions of organisms. Domenic's score is in the Above Average range for the grade. Provide opportunities for your student to actively investigate living and non-living systems using household materials. Encourage your student to read children's science books and magazines to learn more.

SOCIAL SCIENCE The Social Science subtest measures the student's achievement in the areas of history, geography, political science, and economics. Also assessed is the student's ability to apply that knowledge and analyze new information. Domenic's score is in the Above Average range for the grade. Share and discuss the news headlines with your student. Encourage him or her to locate places on a globe or map

where news occurs. Encourage your student to read informational, biographical, or historical fiction books.

LISTENING The Listening subtest measures student recognition of spoken words and the student's ability to construct meaning from dictated material. Also measured is the student's ability to understand, interpret, and analyze information contained in literary, informational, and functional messages. Domenic's score is in the Average range for the grade. Encourage your student to read challenging grade-level material. Listen to radio and television messages together and discuss what you heard. Ask your student to take a stand on a particular message and then to defend his or her stance.

AMERICAN ARBITRATION ASSOCIATION CHECKLIST FOR CONFLICTS

In the Matter of the Arbitration between:

Re: [REDACTED]
and Maroonc VW

CASE MANAGER: Cathy Bank

DATE: June 19, 2012

To avoid the possibility of a last-minute disclosure and/or disqualification of the arbitrator pursuant to the rules, we must advise the arbitrator of the names of all persons, firms, companies or other entities involved in this matter. Please list below all interested parties in this case, including, but not limited to, witnesses, consultants, and attorneys, in order to avoid conflicts of interest, parties are requested to also list subsidiary and other related entities. This form will only be used as a list for conflicts, not a preliminary or final witness list. Please note that the AAA will not divulge this information to the opposing party and the parties are not required to exchange this list. This form will, however, be submitted to the arbitrator, together with the filing papers. You should be aware that arbitrators will need to divulge any relevant information in order to make appropriate and necessary disclosures in accordance with the applicable arbitration rules. An online Conflicts Checklist function is available for clients using WebFile, our web-based case management tool. If you do not have a WebFile account, please contact your case manager.

NAME	AFFILIATION	
1. [REDACTED]	Mother of [REDACTED] and [REDACTED] and a witness to bring Testimony	[REDACTED] Deerfield Beach, FL [REDACTED]
2. [REDACTED]	Witness	[REDACTED] Lighthouse Pt. FL [REDACTED]
3. [REDACTED]	Witness	[REDACTED] Lighthouse Pt. FL [REDACTED]
4. [REDACTED]	[REDACTED] school teacher's evaluation	E-mail: [REDACTED] Staff member at Calvary Chapel
5. [REDACTED]	A witness on my and her behalf	[REDACTED] Ft. Lauderdale, FL [REDACTED]
6. [REDACTED]	A witness for [REDACTED] and on his behalf	[REDACTED] Leominster, MA [REDACTED]
7. [REDACTED]	Witness and acquired test data	[REDACTED] Boca Raton, FL [REDACTED]

- | | | |
|--|--|---|
| 8. [REDACTED] | Witnessed a Doctor's diagnosis that was later changed | [REDACTED] Pinehurst, NC [REDACTED] |
| 9. [REDACTED] | Witness | [REDACTED]
Pompano Beach, FL [REDACTED] |
| 10. Eimhean Daly
(CEO & Founder of One Child International) | Witnessed EVAP and acquired data on a calibrated laboratory grade carbon monoxide detector as a passenger | 1190 NE 89 th St.
Miami, FL 33138 |
| 11. Ryan Oblander
(Black Onyx Productions) | Stored the vehicle and filmed carbon monoxide readings | 1702 North A St.
Lake Worth, FL 33460 |
| 12. Joseph Summers
(EPA Emissions Supervisor) | Divulged information regarding no acceptable level of carbon monoxide inside motor compartment or vehicle compartment what-so-ever | US EPA National Vehicles Emissions
2000 Travelwood Dr.
Ann Arbor, MI 48105 |
| 13. [REDACTED] | Personal friend that performed oil and filter changes as to manufacturer's recommendations and witness | [REDACTED]
Deerfield Beach, FL [REDACTED] |
| 14. Giancarlo Lopez | Service writer that confirmed odor in vehicle and performed service that temporarily corrected the problem to the best of my knowledge
Conducted evaluation | Vista Volkswagen
700 North Federal Hwy.
Pompano Beach, FL 33062 |
| 15. [REDACTED] | Conducted evaluation | [REDACTED]
Miami, FL [REDACTED] |
| 16. [REDACTED] n | Performed a three head MRI and PET scan | [REDACTED]
Ft. Lauderdale, FL [REDACTED] |
| 17. Ron | Performed a Dyno test | All Jap Cars
4897 University Dr.
Lauderhill, FL 33351 |
| 18. Mike | Performed two EVAP tests | Steve's Garage
1359 SW 21 st Ter.
Ft. Lauderdale, FL 33312 |
| 19. Robert Sciandra | VW Certified Technician, Participated in EVAP Test and drove the automobile acquiring data | RS Auto Specialties
14188 SW 139 th Ct.
Miami, FL 33186 |
| 20. Madeline Midkiff | Service writer that made statements to [REDACTED] and [REDACTED] and left a message on an answering machine pertinent to this | Maroone Volkswagen
2401 North Federal Hwy.
Delray Beach, FL 33483 |
| 21. Robert Gable | Service writer that claimed the vehicle was repaired | Gunther Volkswagen of Plantation
1660 South State Road 7
Ft. Lauderdale, FL 33317 |

Detail for [REDACTED]

Voice continued

12/26/2009 Day of discovery
poison control call 14 minutes

Gary,

VW wants to deliver a safe car, but when they don't?

----- Forwarded message -----

From: **John Ellithorp** <JEllithorp@nalleycars.com>

Date: Tue, Oct 2, 2012 at 11:57 AM

Subject: Touareg

To: [REDACTED]

[REDACTED]

As promised, here is confirmation regarding our 2007 Volkswagen Touareg TDI. We will sell you the vehicle for \$22,100 plus our dealer fee of \$599, title fee of \$18 and applicable sales tax based on your county of registration.

The sale will be pending your inspection and CO2 test of the vehicle, involving any amounts of paper, plastic, tape and cardboard as long as no paint or other vehicle damage is incurred.

Let me know when you plan to come take delivery so that we can work everything out!

Thanks,
-John

John E. Ellithorp
Internet Manager

Nalley Acura

[770-422-4441](tel:770-422-4441)

jeellithorp@nalleycars.com

Bank of America

Sign up for e-bills through bankofamerica.com

or another bill paying service.

bankofamerica.com/onlinebanking

This car was taken off the road
Jan 2010 I owed around \$20,000
it is paid off in full LIT

Volkswagen

LIGHTHOUSE POINT, FL



Loan Account Status

Customer Service

Maturity Date: 05/23/2012
Payoff Balance*: \$4,559.48
Payoff Good Through: 12/23/2011
*Payoff does not include any fees, credits, or reversals that have not been posted.
Statement Date: 12/03/2011
Current Payment Due: \$767.00
Amount Past Due: \$0.00
Total Fees and Charges: \$0.00

ACCOUNT NUMBER: [REDACTED]

Paying your bill is easy with any of these convenient options:



Pay online anytime by visiting bankofamerica.com.



Pay by phone 24 hours a day, seven days a week. Call toll-free: 1.800.215.6195



Pay by mail using the enclosed envelope.

Total Payment Due by 12/23/2011 is \$767.00

Account questions? Call 1.800.215.6195
1.866.345.1248 TDD/TTY Users Only

Transaction Activity

Effective Date	Description	Amount	Detail
	Beginning principal balance	\$5,279.19	
11/21/2011	PAYMENT - THANK YOU	-\$767.00	
	FL TLR payment CONFIRMATION # [REDACTED]		
	PRINCIPAL	\$743.56	
	FINANCE CHARGE	\$23.44	
	Ending principal balance	\$4,535.63	

Please contact us if you have any questions regarding your account. For faster service, reference the account number above and have your social security number available. Bank of America appreciates the opportunity to service this account for you.

WRITE TO: Bank of America, N.A. • FL9-600-02-26 • P.O. Box 45224 • Jacksonville, FL 32232-5224

ACCOUNT NUMBER	PAYMENT DUE DATE	CURRENT PAYMENT DUE	AMOUNT PAST DUE	TOTAL FEES AND CHARGES	TOTAL PAYMENT DUE
[REDACTED]	12/23/2011	\$767.00	\$0.00	\$0.00	\$767.00

Check box for change of address (over).

Check box if you are paying loan balance in full.

PUT YOUR BILL ON CRUISE CONTROL! ENROLL IN AUTOMATIC PAYMENT TODAY. SEE THE BACK OF THIS STATEMENT FOR DETAILS.

Additional Principal: \$

Make Check Payable to:

Total Payment Enclosed: \$

BANK OF AMERICA
P.O. BOX 15220
WILMINGTON, DE 19886-5220



Bank of America



MCDONALD TOOLE WIGGINS, P.A.
ATTORNEYS AT LAW

January 27, 2014

Via Electronic Mail

[REDACTED]
Lighthouse Point, FL [REDACTED]

Re: [REDACTED] v. *Volkswagen Group of America, Inc.*
Our File No.: [REDACTED]

Dear [REDACTED]

Pursuant to your demand for a new vehicle, I have consulted with my client.

The client has authorized me to offer to repurchase your 2007 Volkswagen Touareg for a total of \$20,000.

This offer will remain open for ten (10) days, or until February 7, 2014. If you do not accept this offer within that ten (10) day period, the offer is revoked.

Please let me know your response to this offer as soon as possible.

Sincerely,

A handwritten signature in blue ink, appearing to read 'M. Gary Poole', is written over the typed name.

M. Gary Poole

MGT:mp

INTERNATIONAL

ORGANIZATION FOR THE PROTECTION OF CHILDREN

INTERNATIONAL CHILD ABUSE CENTER

www.onechildinternational.net

www.abusewatch.net

July 19, 2012

Dear

Our non-profit investigates allegations of child abuse that require analysis prior to reporting to the State.

We are currently investigating a case where a child was exposed to Carbon Monoxide a Volkswagon Toureg - the details of which are attached.

A minor named [REDACTED] was traveling over a long distance in this car. On his arrival he was unconscious and could not be revived for some time. Other travelers were ill from the experience. Nobody at the time connected the illness and the automobile. It was found later that the vehicle was leaking CO and CO2 into the passenger compartment.

The motor vehicle in question was returned to the dealer but never repaired and was returned to the owner still leaking CO2. I was invited to attend and witness a test that demonstrated an exhaust leak from the motor which increased the levels of CO and CO2 in the passenger cabin.

A full report is being compiled and will be forwarded to the State with a recommendation for prosecution due to negligence on the part of Volkswagon NA and their dealers for

their seeming indifference to the issues with their product and the effect that this has had on the well-being of a child.

Sincerely yours,

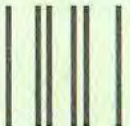
EVIN M. DALY

Evin M. Daly
CEO/Founder
One Child International Inc./Child AbuseWatch
Child Protection: Abuse Prevention
OFFICES IN FORT LAUDERDALE, DUBLIN AND SYDNEY
(561) 654 8245, 086 884 9193
edaly@abusewatch.net

Sender: Please print your name, address, and ZIP+4 in this box

[Redacted] L.H.P. FL
[Redacted]

First-Class Mail
Postage & Fees Paid
USPS
Permit No. G-10

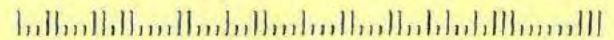


SERVICE

NIXIE 334 4C 1 95 09/07/10

RETURN TO SENDER
VACANT
UNABLE TO FORWARD

BC: 33064711220 *1587-00957-07-09



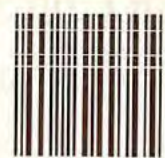
330647112

PLACE STICKER AT TOP OF ENVELOPE
OF THE RETURN ADDRESS. FOLD AT DOTTED LINE

CERTIFIED MAIL™



7010 1060 0000 1991 0388



1000

33428

U.S. POSTAGE
PAID
LIGHTHOUSE POIN. FL
33064
JUL 02, '10
AMOUNT

\$5.54
00055666-04

L.H.P. FL, [Redacted]

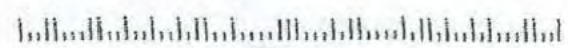
**RETURN RECEIPT
REQUESTED**

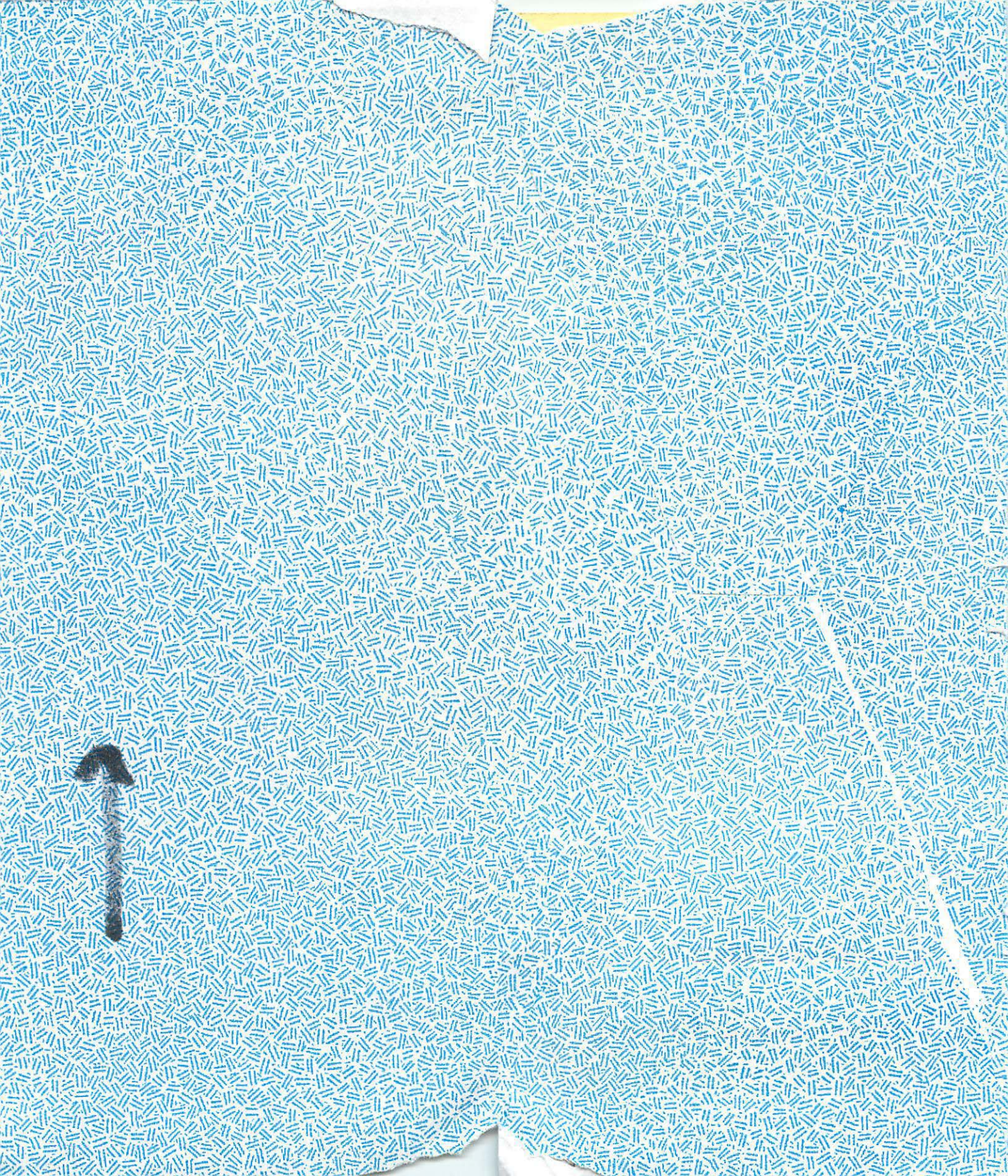
[Redacted]

Boca Raton, FL [Redacted]

→ Requested [Handwritten signature]

3342881762







U.S. Department
of Transportation
**National Highway
Traffic Safety
Administration**

1200 New Jersey Avenue SE
Washington, DC 20590

Dear Consumer:

NEF-160

As a follow-up to your report to the Vehicle Safety Hotline (VSH), we have recorded your information on the enclosed Vehicle Owner's Questionnaire (VOQ) form. Please review the form and make changes, additions and corrections as necessary. Additionally, please provide a more detailed description of the failure(s) you reported that you believe relevant to safety. Also, if available, include copies of repair invoices, letters to the manufacturer, or any other document related to the problem(s) you reported. If a crash or fire occurred, include a copy of the police or fire department report.

It is helpful to be as thorough as possible in your report so that our ability to use your report will be maximized. If you do not have the information, it is not necessary to complete all the boxes. However, it is very difficult to identify the scope of a vehicle problem unless the vehicle identification number (VIN) is known. The VIN is located inside the vehicle on the dashboard adjacent to the left (driver's side) of the windshield pillar and on the drivers' door or the driver's door jam. It may also be listed on a dealer repair invoice or your insurance or registration cards. When reporting a tire problem, the brand name, tire line and complete tire size should be included. Be certain to provide the DOT tire identification number. It is usually located near the rim flange of the tire on either side of the tire.

We do not make your personal information (name, address, phone numbers, etc.) available to the general public. However, if we open an investigation that involves your vehicle, we will provide the manufacturer of your vehicle with a complete copy of your report. The information you provide may assist the manufacturer and NHTSA in determining if a safety-related defect exists.

Any information provided is entirely voluntary. There is no consequence or penalty of any kind if you do not wish to provide it. We seek this information to develop both statistical and investigative evidence that will help identify potential safety related problems in vehicles or vehicle equipment, e.g., fires, child safety seats, jacks, etc.

When completed, please fold and staple or tape the form so that the pre-addressed portion of the form is on the outside. If a larger envelope is used, tape the VOQ form to the larger envelope so that the pre-addressed portion of the form is showing.

If further assistance is needed, please contact the VSH at their toll-free number, 1-888-327-4236.

Thank you for your cooperation.

Sincerely,

D M V

Deadly **M**otor **V**ehicles Proof set, the King of Rock was right. The truth is like the sun, it comes out eventually.

My hermetically sealed TDI 11 million to one, they're still the one.

HARPER & ASSOCIATES
PROFESSIONAL POLYGRAPH SERVICE

POLYGRAPH OF



Joseph W. Harper & Associates

7750 S.W. 117 Avenue

Suite 303

Miami, Florida 33183

305-238-7576

harperpolygraph@gmail.com

REPORT DATE: 07/25/2019

PRIVILEGED AND CONFIDENTIAL POLYGRAPH REPORT

SUBMITTED BY: JOSEPH W. HARPER & ASSOCIATES, INC.
7750 S.W. 117 AVENUE SUITE 303
MIAMI, FLORIDA 33183
305 238-7576 FAX 305 238-3949

SUBJECT: [REDACTED] [REDACTED]
(Last name) (First name)

DATE OF BIRTH: [REDACTED] AGE: [REDACTED]

PRESENT ADDRESS: [REDACTED]
DEERFIELD BEACH, FLORIDA [REDACTED]

TELEPHONE #: [REDACTED]

The above-named subject volunteered to take a polygraph examination on the date indicated. It was the understanding of the examiner that the primary purpose of this examination was to determine the truthfulness of the subject's statements regarding:
WHETHER OR NOT A 2002 GMC ENVOY SHE WAS DRIVING WOULD
STALL OR SHUT OFF WHILE IN TRAFFIC.

Before being examined, the subject read and signed a statement assuring all concerned that the examination was being taken voluntarily.

PROCEDURE

The examination utilized equipment that indicated and recorded on a moving chart, relative changes in blood pressure, rate and strength of pulse beat, Galvanic Skin Response, and breathing pattern. Special procedures were also used to monitor the subject's response capability.

A Stoelting Polygraph model #CPSpro Fusion 2 was used to conduct the examination. The examination was styled according to the Utah CQT Polygraph Technique.

The relevant test questions, which appear on a following page, were asked during the course of the administered test.

SUBJECT'S STATEMENTS - [REDACTED]

According to the subject, she and her then-husband [REDACTED] purchased a new 2002 GMC Envoy, VIN # 1GKDS13S72 [REDACTED] from Sheehan GMC in 2002. [REDACTED] "It was the family car and I drove the kids in it. We went everywhere."

She described that the engine in the vehicle would turn off while she was driving in traffic. [REDACTED] "We were all scared. It would stall and lurch forward and then eventually the engine would turn back on." She stated that she immediately told her husband and he took the car to the dealership. No deficiencies were found.

She stated that she continued to drive the vehicle and again the same thing happened. [REDACTED] "I'd be driving in traffic, the engine would shut off, and the car would stall." Her husband again took the vehicle to the dealership and again they failed to find the cause.

The same thing occurred at least two additional times.

She stated that her husband was exasperated at the lack of cooperation at GMC. [REDACTED] [REDACTED] "That car was a lemon." She stated that they decided to sell the car, fearing for the safety of the children, and took a \$10,000.00 loss as a result.

She made no other pre-test statements.

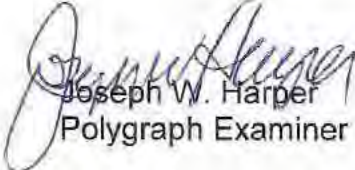
All test questions were prepared and reviewed with the subject prior to the examination. She indicated that she understood all of them. Only the relevant test questions are listed.

RELEVANT TEST QUESTIONS - [REDACTED]

- SR) Regarding whether or not you were driving when the GMC Envoy stalled, do you intend to answer all of the questions truthfully?
Answer: Yes
- R1) Did the GMC Envoy shut off while you were in traffic?
Answer: Yes
- R2) Were you driving the GMC Envoy with the children when the vehicle stalled in traffic?
Answer: Yes
- R3) Did the GMC Envoy stall when you were in traffic with the children?
Answer: No

TEST RESULTS - [REDACTED]

Based upon careful analysis of the polygrams used to examine the subject, it is the opinion of this examiner that the subject was truthful in her responses. There was no deception indicated to any of the relevant test questions asked of the subject. As indicated by the computerized polygraph Probability Analysis, the subject's probability of truthfulness is 99.99 percent and probability of deceptiveness is 00.01 percent. As determined by the Utah Empirical Scoring System, the subject scored a plus (+) 31, which concludes that there was no deception indicated.

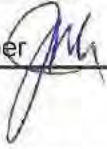

Joseph W. Harper
Polygraph Examiner

JOSEPH W. HARPER
CERTIFIED POLYGRAPHIST
ACCREDITED BY FLORIDA POLYGRAPH ASSOCIATION
FPA CERTIFICATE NO. 134

Probability Analysis

Stoelting Company

Computerized Polygraph System (Fusion 1.00 Copyright 2011, SAT Inc.)

Title: [REDACTED] 072519
Subject ID: [REDACTED] 072519
Date of Exam: 7/25/2019
Subject: [REDACTED] 072519
Date of Analysis: 7/25/2019
Examiner: Joseph W. Harper 

Question	Prior Probability	Probability Truthful	Probability Deceptive
R1	0.5000	0.9977	0.0023
R2	0.5000	0.9958	0.0042
R3	0.5000	0.9972	0.0028
Combined	0.5000	0.9999	0.0001

Empirical Scoring System

Stoelting Company


Computerized Polygraph System (Fusion 1.00 Copyright 2011, SAT Inc.)

[REDACTED] 072519_1
[REDACTED] 072519

Date of Exam: 7/25/2019

[REDACTED] 072519

Date of Exam: 7/26/2019

Examiner: Joseph W. Harper 

Cut-Off Scores

2,-4

TOTAL EMPIRICAL SCORE:

31

Decision:

Chart 01	R1	R2	R3
Electrodermal	2	0	2
Cardiovascular	1	1	1
Respiration	1	1	1
Sub-Total: 10			

Chart 02	R2	R3	R1
Electrodermal	2	2	2
Cardiovascular	1	1	0
Respiration	1	1	1
Sub-Total: 11			

Chart 03	R3	R1	R2
Electrodermal	2	2	2
Cardiovascular	1	1	1
Respiration	1	1	-1

Sub-Total: 10

HARPER & ASSOCIATES
PROFESSIONAL POLYGRAPH SERVICE

POLYGRAPH OF



Joseph W. Harper & Associates
7750 S.W. 117 Avenue
Suite 303
Miami, Florida 33183
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harperpolygraph@gmail.com

REPORT DATE: 07/25/2019

PRIVILEGED AND CONFIDENTIAL POLYGRAPH REPORT

SUBMITTED BY: JOSEPH W. HARPER & ASSOCIATES, INC.
7750 S.W. 117 AVENUE SUITE 303
MIAMI, FLORIDA 33183
305 238-7576 FAX 305 238-3949

SUBJECT:

[REDACTED]
(Last name)

[REDACTED]
(First name)

DATE OF BIRTH:

AGE:

PRESENT ADDRESS:

[REDACTED]
LIGHTHOUSE POINT, FLORIDA [REDACTED]

TELEPHONE #:

The above-named subject volunteered to take a polygraph examination on the date indicated. It was the understanding of the examiner that the primary purpose of this examination was to determine the truthfulness of the subject's statements regarding:

WHETHER OR NOT A GMC ENVOY BEING DRIVEN BY HIS WIFE, [REDACTED]
[REDACTED] WOULD STALL OR SHUT OFF WHILE IN TRAFFIC.

Before being examined, the subject read and signed a statement assuring all concerned that the examination was being taken voluntarily.

PROCEDURE

The examination utilized equipment that indicated and recorded on a moving chart, relative changes in blood pressure, rate and strength of pulse beat, Galvanic Skin Response, and breathing pattern. Special procedures were also used to monitor the subject's response capability.

A Stoelting Polygraph model #CPSpro Fusion 2 was used to conduct the examination. The examination was styled according to the Utah CQT Polygraph Technique.

The relevant test questions, which appear on a following page, were asked during the course of the administered test.

SUBJECT'S STATEMENTS - [REDACTED]

According to the subject, he and his then-wife, [REDACTED] purchased a new 2002 GMC Envoy, VIN # 1GKDS13S72[REDACTED] from Sheehan GMC in 2002. His wife drove the vehicle to take the children to and from school and for other activities. It was her daily transportation.

He stated that the vehicle had problems. On several occasions, his wife told him that the Envoy shut off or stalled while she was driving in traffic. He stated that he went to Sheehan GMC each time and they failed to locate the problem.

He stated that he became so worried for his wife and children that they sold the vehicle, taking a \$10,000.00 loss.

When he finally did a Google search, he discovered that many other owners of GMC Envoys had experienced the same problems they had.

He continued to insist that the problem had been ongoing, and the dealership had no explanation as to why the vehicle would shut down unexpectedly.

He made no other pre-test statements.

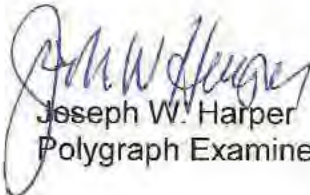
All test questions were prepared and reviewed with the subject prior to the examination. He indicated that he understood all of them. Only the relevant test questions are listed.

RELEVANT TEST QUESTIONS - [REDACTED]

- SR) Regarding whether or not you complained on numerous occasions to the dealership about the Envoy, do you intend to answer all of the questions truthfully?
Answer: Yes
- R1) Did you complain to Sheehan GMC about the numerous incidents of stalling in the GMC Envoy?
Answer: Yes
- R2) Did you continue to complain about the GMC Envoy and the stalling problems to the dealership?
Answer: Yes
- R3) Did you inform the dealership of numerous incidents of vehicle-stalling in the GMC Envoy?
Answer: No

TEST RESULTS - [REDACTED]

Based upon careful analysis of the polygrams used to examine the subject, it is the opinion of this examiner that the subject was truthful in his responses. There was no deception indicated to any of the relevant test questions asked of the subject. As indicated by the computerized polygraph Probability Analysis, the subject's probability of truthfulness is 99.78 percent and probability of deceptiveness is 00.22 percent. As determined by the Utah Empirical Scoring System, the subject scored a plus (+) 25, which concludes that there was no deception indicated.


Joseph W. Harper
Polygraph Examiner

JOSEPH W. HARPER
CERTIFIED POLYGRAPHER
ACCREDITED BY FLORIDA POLYGRAPH ASSOCIATION
FPA CERTIFICATE NO. 134

Probability Analysis

Stoelting Company

Computerized Polygraph System (Fusion 1.00 Copyright 2011, SAT Inc.)

Title: [REDACTED] 072519

Subject ID: [REDACTED] 072519

Date of Exam: 7/25/2019

Subject: [REDACTED] 072519

Date of Analysis: 7/25/2019

Examiner: Joseph W. Harper 

Question	Prior Probability	Probability Truthful	Probability Deceptive
R1	0.5000	0.9886	0.0114
R2	0.5000	0.9835	0.0165
R3	0.5000	0.9556	0.0444
Combined	0.5000	0.9978	0.0022

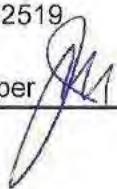
Empirical Scoring System

Stoelting Company

Computerized Polygraph System (Fusion 1.00 Copyright 2011, SAT Inc.)

Date of Exam: [REDACTED] 072519_1
[REDACTED] 072519
7/25/2019

Date of Exam: [REDACTED] 072519
7/26/2019

Examiner: Joseph W. Harper 

Cut-Off Scores 2,-4
TOTAL EMPIRICAL SCORE: 25
Decision:

Chart 01	R1	R2	R3
Electrodermal	2	2	2
Cardiovascular	1	1	1
Respiration	1	1	-1
Sub-Total: 10			

Chart 02	R1	R2	R3
Electrodermal	2	2	2
Cardiovascular	1	1	1
Respiration	1	-1	-1
Sub-Total: 8			

Chart 03	R2	R3	R1
Electrodermal	2	2	2
Cardiovascular	1	1	0
Respiration	-1	1	-1

Sub-Total: 7