WIAT®-III

WECHSLER INDIVIDUAL ACHIEVEMENT TEST® – THIRD EDITION

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Wechsler Individual Achievement Test®-Third Edition

Score Report

Examinee Name	Sample Report	Date of Report	10/10/2014	
Examinee ID	12345	Grade	3	
Date of Birth	01/10/2005	Home Language	English	
Gender	Male	Handedness	Right	
Race/Ethnicity	White	Examiner Name	Sample Examiner	
Date of Testing	11/15/2013	Age at Testing	8 years 10 months	Retest? No

Comments:

PsychCorp

[1.1 / RE1 / QG1]

ALWAYS LEARNING

PEARSON

WIAT-III

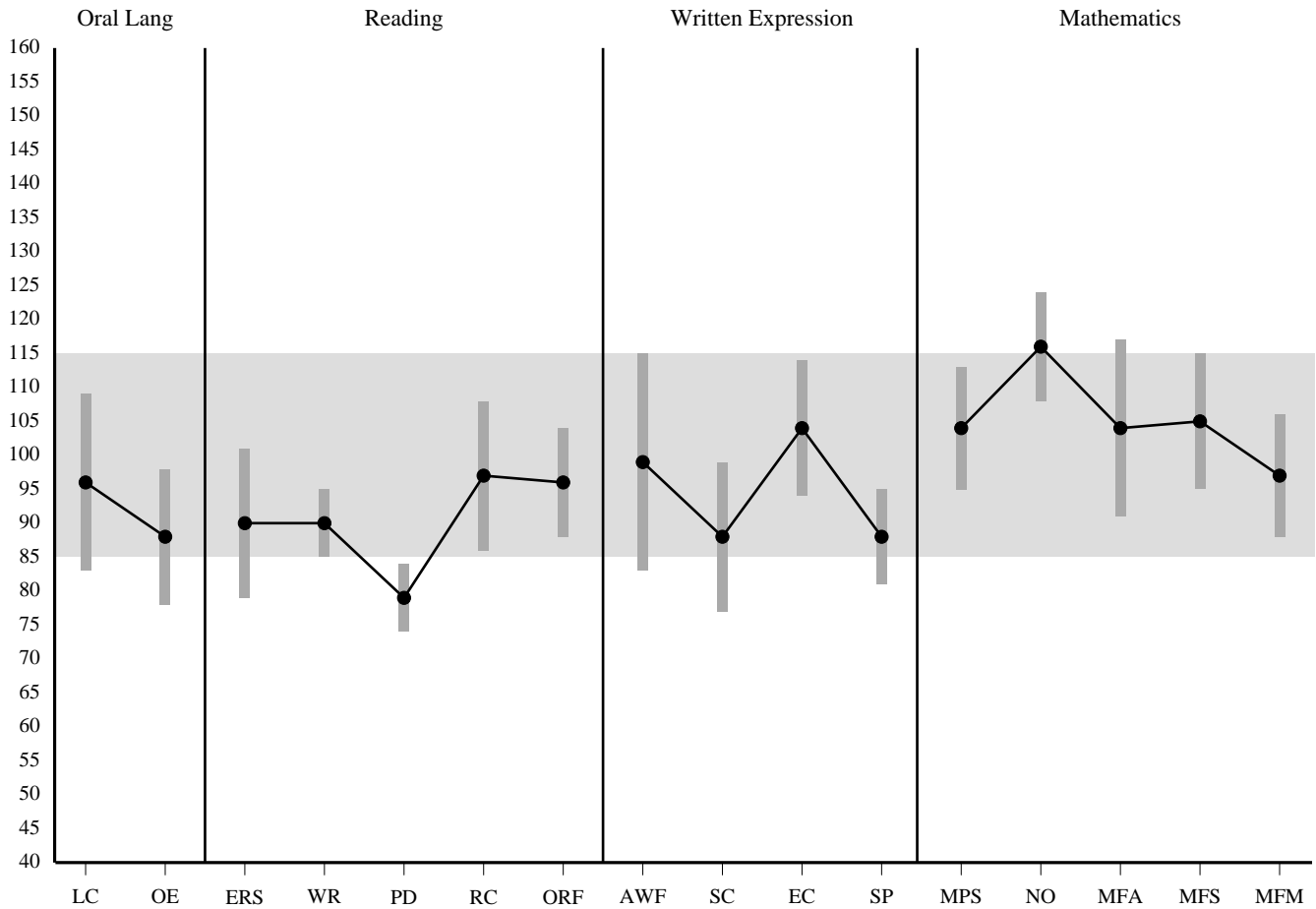**Age Based Scores**

Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Listening Comprehension	-	96	83-109	39	44	4	2.8	8:0	492
Early Reading Skills	32	90	79-101	25	36	4	1.7	7:0	482
Reading Comprehension	28[1]	97	86-108	42	46	5	2.7	8:0	495
Math Problem Solving	43	104	95-113	61	56	6	3.8	9:0	514
Alphabet Writing Fluency	15	99	83-115	47	49	5	2.7	8:4	499
Sentence Composition	-	88	77-99	21	33	3	2.1	7:4	487
Word Reading	27	90	85-95	25	36	4	2.3	7:8	460
Essay Composition	-	104	94-114	61	56	6	4.4	9:6	507
Pseudoword Decoding	8	79	74-84	8	21	2	1.5	6:8	428
Numerical Operations	28	116	108-124	86	72	7	4.7	9:8	555
Oral Expression	-	88	78-98	21	33	3	2.1	7:3	473
Oral Reading Fluency	91[1,2]	96	88-104	39	44	4	2.7	8:0	490
Spelling	15	88	81-95	21	33	3	2.1	7:4	434
Math Fluency-Addition	25	104	91-117	61	56	6	4.0	9:0	509
Math Fluency-Subtraction	21	105	95-115	63	57	6	4.2	9:0	529
Math Fluency-Multiplication	10	97	88-106	42	46	5	3.6	8:8	496

- Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

[1] Indicates a raw score that is converted to a weighted raw score (not shown).

[2] Indicates that a raw score is based on a below grade level item set.

Subtest Score Profile

Note. The vertical bars represent the confidence interval at 95%.

Supplemental Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Essay Composition: Grammar and Mechanics	47	109	96-122	73	63	6	5.3	10:4	N/A
Oral Reading Accuracy	180*	82	70-94	12	25	3	1.3	6:8	N/A
Oral Reading Rate	119*	98	88-108	45	47	5	3.2	8:4	N/A

*Indicates a raw score that is converted to a weighted raw score (not shown).

Cumulative Percentages

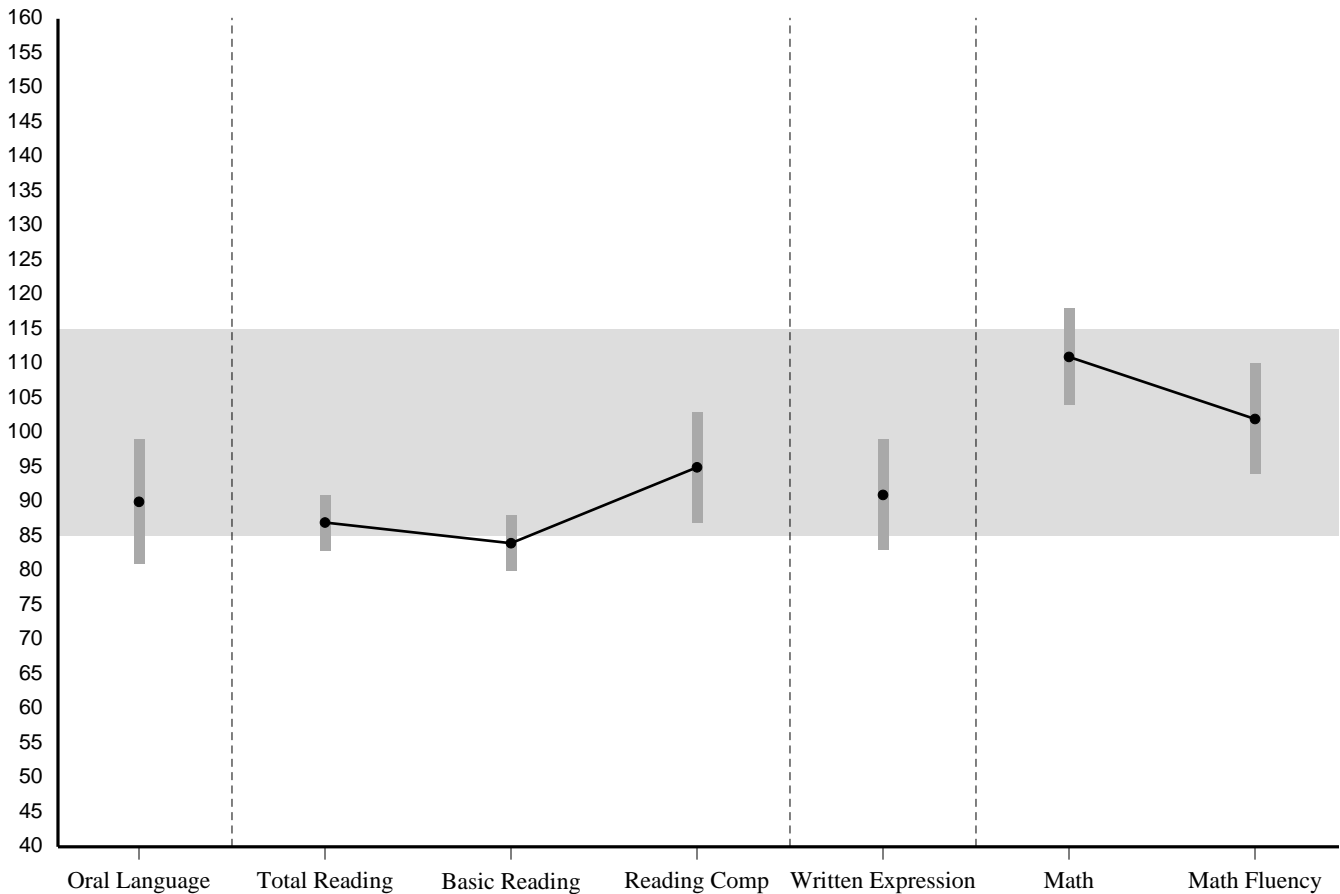|	
Word Reading Speed	The score is the same as or higher than the scores obtained by 5% of students in the normative sample; 95% of students in the normative sample scored higher than this score.
Pseudoword Decoding Speed	The score is the same as or higher than the scores obtained by 1% of students in the normative sample; 99% of students in the normative sample scored higher than this score.

Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
Listening Comprehension						
Receptive Vocabulary	9	94	34	42	4	Average
Oral Discourse Comprehension	13	99	47	49	5	Average
Sentence Composition						
Sentence Combining	6	89	23	35	4	Average
Sentence Building	11	89	23	35	4	Average
Essay Composition						
Word Count	79	111	77	65	7	Average
Theme Development and Text Organization	4	95	37	43	4	Average
Oral Expression						
Expressive Vocabulary	8	95	37	43	4	Average
Oral Word Fluency	26	100	50	50	5	Average
Sentence Repetition	10	77	6	18	2	Below Average

Composite Score Summary

Composite	Sum of Subtest Standard Scores	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Qualitative Description
Oral Language	184	90	81-99	25	36	4	Average
Total Reading	362	87	83-91	19	32	3	Average
Basic Reading	169	84	80-88	14	28	3	Below Average
Reading Comprehension and Fluency	193	95	87-103	37	43	4	Average
Written Expression	280	91	83-99	27	37	4	Average
Mathematics	220	111	104-118	77	65	7	Average
Math Fluency	306	102	94-110	55	53	5	Average
Total Achievement	958	93	89-97	32	40	4	Average

Composite Score Profile

Note. The vertical bars represent the confidence interval at 95%.

Differences Between Composite Standard Scores

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Oral Language vs. Total Reading	3	12.15	N	>15%
Oral Language vs. Basic Reading	6	11.74	N	>15%
Oral Language vs. Reading Comprehension and Fluency	-5	14.47	N	>15%
Oral Language vs. Written Expression	-1	14.07	N	>15%
Oral Language vs. Mathematics	-21	13.18	Y	<=10%
Oral Language vs. Math Fluency	-12	13.71	N	>15%
Total Reading vs. Basic Reading	3	7.24	N	>15%
Total Reading vs. Reading Comprehension and Fluency	-8	11.13	N	>15%
Total Reading vs. Written Expression	-4	10.61	N	>15%
Total Reading vs. Mathematics	-24	9.40	Y	<=10%
Total Reading vs. Math Fluency	-15	10.12	Y	>15%
Basic Reading vs. Reading Comprehension and Fluency	-11	10.68	Y	>15%

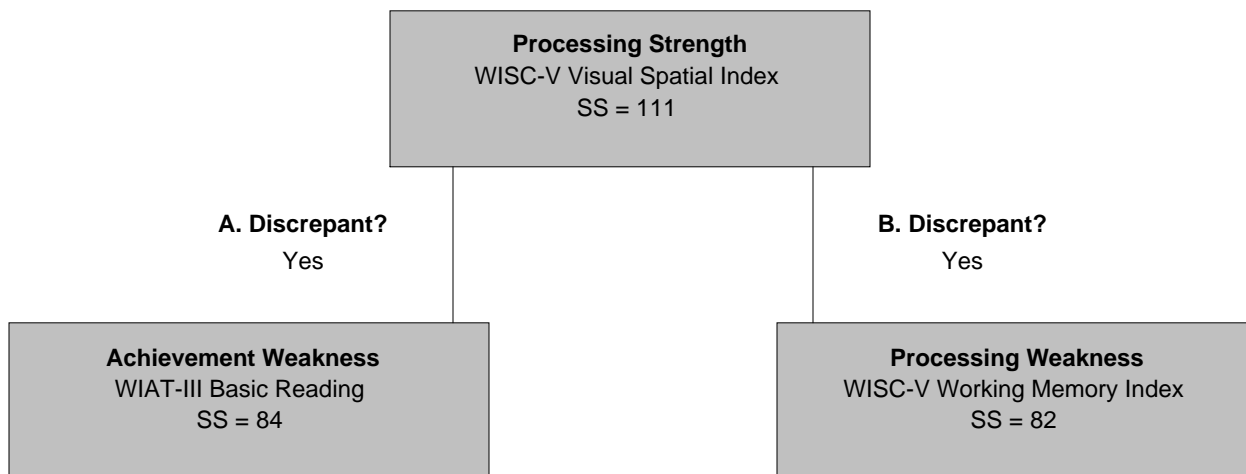| Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Basic Reading vs. Written Expression	-7	10.13	N	>15%
Basic Reading vs. Mathematics	-27	8.85	Y	<=5%
Basic Reading vs. Math Fluency	-18	9.62	Y	>15%
Reading Comprehension and Fluency vs. Written Expression	4	13.20	N	>15%
Reading Comprehension and Fluency vs. Mathematics	-16	12.24	Y	>15%
Reading Comprehension and Fluency vs. Math Fluency	-7	12.81	N	>15%
Written Expression vs. Mathematics	-20	11.77	Y	<=15%
Written Expression vs. Math Fluency	-11	12.36	N	>15%
Mathematics vs. Math Fluency	9	11.33	N	>15%

Note. A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.

PATTERN OF STRENGTHS AND WEAKNESSES ANALYSIS

Area of Achievement Weakness	WIAT-III	Basic Reading: 84
Area of Processing Weakness	WISC-V	WMI: 82
Area of Processing Strength	WISC-V	VSI: 111

	Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value .01	Significant Difference Y/N	Supports SLD hypothesis? Yes/No
A	Processing Strength/ Achievement Weakness	111	84	27	12.00	Y	Yes
B	Processing Strength/ Processing Weakness	111	82	29	15.00	Y	Yes

The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. The analysis should always be used within a comprehensive evaluation that incorporates multiple sources of information.

Pattern of Strengths and Weaknesses Model

Processing Strength
WISC-V Visual Spatial Index
SS = 111

A. Discrepant?
Yes

B. Discrepant?
Yes

Achievement Weakness
WIAT-III Basic Reading
SS = 84

Processing Weakness
WISC-V Working Memory Index
SS = 82

ABILITY-ACHIEVEMENT DISCREPANCY ANALYSIS

Ability Score Type: WISC-V FSIQ   Ability Score: 97

Predicted Difference Method

	Predicted WIAT-III Score	Actual WIAT-III Score	Difference	Critical Value .01	Significant Difference Y/N	Base Rate	Standard Deviation Discrepancy ≥ 1.0 SD
WIAT-III Subtest							
Listening Comprehension	98	96	2	17.00	N	>25%	N
Early Reading Skills	98	90	8	15.00	N	<=25%	N
Reading Comprehension	98	97	1	15.00	N	>25%	N
Math Problem Solving	98	104	-6	13.00	N	N/A	N/A
Sentence Composition	98	88	10	15.00	N	<=25%	N
Word Reading	98	90	8	8.00	Y	<=25%	N
Pseudoword Decoding	98	79	19	8.00	Y	<=10%	Y
Numerical Operations	98	116	-18	11.00	Y*	N/A	N/A
Oral Expression	98	88	10	15.00	N	<=25%	N
Oral Reading Fluency	99	96	3	11.00	N	>25%	N
Spelling	98	88	10	10.00	Y	<=25%	N
WIAT-III Composite							
Oral Language	98	90	8	13.00	N	<=25%	N
Total Reading	98	87	11	9.00	Y	<=15%	N
Basic Reading	98	84	14	7.00	Y	<=15%	N
Reading Comprehension and Fluency	98	95	3	11.00	N	>25%	N
Written Expression	98	91	7	11.00	N	<=25%	N
Mathematics	98	111	-13	10.00	Y*	N/A	N/A
Math Fluency	98	102	-4	10.00	N	N/A	N/A
Total Achievement	98	93	5	8.00	N	>25%	N

Note. Base rates and standard deviation discrepancies are not reported when the achievement score equals or exceeds the ability score.

*Indicates that the achievement score exceeds the ability score.

End of Report