***ACHIEVEMENT***

The results of most psychological tests are reported using either *standard scores* or *percentiles*. Standard scores and percentiles describe how a student performed on a test compared to a representative sample of students of the same age from the general population. Because educational and psychological tests do not measure abilities and traits perfectly, standard scores are usually reported with a corresponding *confidence* *interval* to account for error in measurement.

Standard scores are based on a scale that has a statistical mean (or average score) of 100. If a student earns a standard score that is less than 100, then that student is said to have performed below the mean, and if a student earns a standard score that is greater than 100, then that student is said to have performed above the mean.

A percentile indicates the percentage of individuals in the representative sample that scored below a particular score. For example, a student who earned a standard score of 100 performed at the 50th percentile. This means that the student performed as well as or better than 50% of same-age peers from the general population.

Confidence intervals represent a range of standard scores in which the student’s “true” score is likely to fall a certain percentage of the time. Most confidence intervals are set at 95%, meaning that a student’s true score is likely to fall between the upper and lower limits of the confidence interval 95 out of 100 times (or 95%of the time).

The relative proficiency index (RPI) is an index of the student's predicted quality of performance on tasks similar to the ones tested.  That is, an RPI if 71/90 means that the student would be predicted to demonstrate 71% proficiency with similar tasks that average individuals would perform with 90% proficiency.

**Woodcock-Johnson III Tests of Achievement**

The Woodcock-Johnson Tests of Achievement Third Edition (WJ-III ACH) is an individually administered battery of cognitive tests designed for children, adolescents, and adults aged 2 to 90 years.  Scores are reported using standard scores, percentile, and confidence interval.  The WJ-III ACH subtests consisted of age-based standard scores with a mean of 100 and a standard deviation of 15.

**BASIC READING SKILLS** provides a measure of both sight word recognition and phonics skills.  To assess the Basic Reading Skills cluster, students perform tasks where they are asked to identify printed letters and words (1); identify a missing key word that makes sense in the context of of a written passage (9).

CLIENT’s Basic Reading Skills standard score of **BASIC READING (SS)** is within the **BASIC READING (CAT)** range of functioning. There is a 95 percent chance that CLIENT's true score falls in the range of scores BASIC READING (CI).

This means that if CLIENT were tested 100 times, 95 times out of 100 POSSPRONOUN "true" score would fall within the BASIC READING (CI) range. CLIENT’s score is commensurate with performance at the BASIC READING (PR) percentile rank when compared to same-aged peers.

CLIENT demonstrated the ability to BASIC READING TEST 1: LETTER WORD IDENTIFICATION (CLIENT DEMONSTRATED)1. CLIENT also demonstrated the ability to BASIC READING TEST 13: WORD ATTACK (CLIENT DEMONSTRATED)2.

However, CLIENT was unable to demonstrate the ability to BASIC READING TEST 1: LETTER WORD IDENTIFICATION (CLIENT FAILED TO DEMONSTRATE)1 CLIENT was also unable to demonstrate the ability to BASIC READING TEST 13: WORD ATTACK (CLIENT FAILED TO DEMONSTRATE)2.

BASIC READING (RESULT)

**READING FLUENCY** provides a measure of reading speed, and automaticity.

To assess Reading Fuency, students perform tasks where they are asked to read printed statements rapidly and respond “true” or “false”.

CLIENT’s Reading Fluency standard score of  **READING FLUENCY (SS)** is within the **READING FLUENCY (CAT)** range of functioning. There is a 95 percent chance that CLIENT's true score falls in the range of scores READING FLUENCY (CI).

 This means that if CLIENT were tested 100 times, 95 times out of 100 POSSPRONOUN "true" score would fall within the READING FLUENCY (CI) range. CLIENT’s score is commensurate with performance at the READING FLUENCY (PR) percentile rank when compared to same-aged peers.

CLIENT demonstrated the ability to READING FLUENCY (CLIENT DEMONSTRATED)3

However, CLIENT was unable to demonstrate the ability to READING FLUENCY (CLIENT FAILED TO DEMONSTRATE)3

READING FLUENCY (RESULT)

**READING COMPREHENSION** provides a measure of reading comprehension skills ranging from words in isolation to short passages.

To assess Reading Comprehension students perform tasks where they are asked to identify a missing key word that makes sense in the context of a written passate (9); read wors and supply appropriate meanings (17).

CLIENT’s Reading Comprehension standard score of **READING COMPREHENSION (SS)** is within the **READING COMPREHENSION (CAT)** range of functioning. There is a 95 percent chance that CLIENT's true score falls in the range of scores READING COMPREHENSION (CI).

This means that if CLIENT were tested 100 times, 95 times out of 100 POSSPRONOUN "true" score would fall within the READING COMPREHENSION (CI) range. CLIENT’s score is commensurate with performance at the READING COMPREHENSION (PR) percentile rank when compared to same-aged peers.

CLIENT demonstrated the ability to READING COMPREHENSION (CLIENT DEMONSTRATED)4

However, CLIENT was unable to demonstrate the ability to READING COMPREHENSION (CLIENT FAILED TO DEMONSTRATE)4

READING COMPREHENSION (RESULT)

**MATH CALCULATION** provides a measure of basic mathematical skills including computational skills and automaticity with basic math facts.

CLIENT’s Math Calculation standard score of **MATH CALCULATION (SS)** is within the **MATH CALCULATION (CAT)** range of functioning. There is a 95 percent chance that CLIENT's true score falls in the range of scores MATH CALCULATION (CI).

 This means that if CLIENT were tested 100 times, 95 times out of 100 POSSPRONOUN "true" score would fall within the MATH CALCULATION (CI) range. CLIENT’s score is commensurate with performance at the MATH CALCULATION (PR) percentile rank when compared to same-aged peers.

CLIENT demonstrated the ability to MATH CALCULATION (CLIENT DEMONSTRATED)5

However, CLIENT was unable to demonstrate the ability to MATH CALCULATION (CLIENT FAILED TO DEMONSTRATE)5.

MATH CALCULATION (RESULT)

**MATH REASONING** provides a measure of mathematical knowledge and reasoning including problem solving, analysis, and math vocabulary.

CLIENT’s Math Reasoning standard score of **MATH REASONING (SS)** is within the **MATH REASONING (CAT)** range of functioning. There is a 95 percent chance that CLIENT's true score falls in the range of scores MATH REASONING (CI).

This means that if CLIENT were tested 100 times, 95 times out of 100 POSSPRONOUN "true" score would fall within the MATH REASONING (CI) range. CLIENT’s score is commensurate with performance at the MATH REASONING (PR) percentile rank when compared to same-aged peers.

CLIENT demonstrated the ability to MATH REASONING TEST 10: APPLIED PROBLEMS (CLIENT DEMONSTRATED)6. CLIENT also demonstrated the ability to MATH REASONING TEST 18: QUANTITATIVE CONCEPTS (CLIENT DEMONSTRATED)7.

However, CLIENT was unable to demonstrate the ability to MATH REASONING TEST 10: APPLIED PROBLEMS (CLIENT FAILED TO DEMONSTRATE)6 CLIENT was also unable to demonstrate the ability to TEST 18: QUANTITATIVE CONCEPTS (CLIENT FAILED TO DEMONSTRATE)7.

MATH REASONING (RESULT)

**WRITTEN EXPRESSION** is a measure of a student's ability to formulate and write sentences quickly when given a prompt, verbal or picture que.

CLIENT’s Written Expression standard score of **WRITTEN EXPRESSION (SS)** is within the **WRITTEN EXPRESSION (CAT)** range of functioning. There is a 95 percent chance that CLIENT's true score falls in the range of scores WRITTEN EXPRESSION (CI).

This means that if CLIENT were tested 100 times, 95 times out of 100 POSSPRONOUN "true" score would fall within the WRITTEN EXPRESSION (CI) range. CLIENT’s score is commensurate with performance at the WRITTEN EXPRESSION (PR) percentile rank when compared to same-aged peers.

CLIENT demonstrated the ability to WRITTEN EXPRESSION (CLIENT DEMONSTRATED)8

However, CLIENT was unable to demonstrate the ability to WRITTEN EXPRESSION (CLIENT FAILED TO DEMONSTRATE)8.

WRITTEN EXPRESSION (RESULT)

**ORAL EXPRESSION** is a measure of linguistic competency, and expressive vocabulary.

CLIENT’s Oral Expression standard score of **ORAL EXPRESSION (SS)** is within the **ORAL EXPRESSION (CAT)** range of functioning. There is a 95 percent chance that CLIENT's true score falls in the range of scores ORAL EXPRESSION (CI).

This means that if CLIENT were tested 100 times, 95 times out of 100 POSSPRONOUN "true" score would fall within the ORAL EXPRESSION (CI) range. CLIENT’s score is commensurate with performance at the ORAL EXPESSION (PR) percentile rank when compared to same-aged peers.

CLIENT demonstrated the ability to ORAL EXPRESSION (CLIENT DEMONSTRATED)9

However, CLIENT was unable to demonstrate the ability to ORAL EXPRESSION (CLIENT FAILED TO DEMONSTRATE)9.

ORAL EXPRESSION (RESULT)

**LISTENING COMPREHENSION** is a measure of a student's ability to understand oral passages.

CLIENT’s Listening Comprehension standard score of **LISTENING COMPREHENSION (SS)** is within the **LISTENING COMPREHENSION (CAT)** range of functioning. There is a 95 percent chance that CLIENT's true score falls in the range of scores LISTENING COMPREHENSION (CI).

  This means that if CLIENT were tested 100 times, 95 times out of 100 POSSPRONOUN "true" score would fall within the LISTENING COMPREHENSION (CI) range. CLIENT’s score is commensurate with performance at the LISTENING COMPREHENSION (PR) percentile rank when compared to same-aged peers.

CLIENT demonstrated the ability to LISTENING COMPREHENSION (CLIENT DEMONSTRATED)10

However, CLIENT was unable to demonstrate the ability to LISTENING COMPREHENSION (CLIENT FAILED TO DEMONSTRATE)10.

LISTENING COMPREHENSION (RESULT)