KTEA™-3

Kaufman Test of Educational Achievement, Third Edition

Standard Report

Alan S. Kaufman, PhD, & Nadeen L. Kaufman, EdD

Name:	Elias Lewis	Test Date:	2025/03/08
Examinee ID:	EL25	Form:	A
Birth Date:	2008/08/31	Examiner Name:	JOEY TRAMPUSH
Age:	16:6	Testing Site:	
Gender:	Male	Current Grade (or Highest Grade Completed):	10
Reason for Referral:		Medication:	

[1.10 / RE1 / QG1]

Pearson

Core Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Core Composites								
Academic Skills Battery (ASB) Composite	-	-	-	-	-	-	-	-
Math Concepts & Applications	60	-	84	78 - 90	14	Below average	10:10	525
Letter & Word Recognition	-	-	-	-	-	-	-	-
Written Expression	-	-	-	-	-	-	-	-
Math Computation	33	-	67	61 - 73	1	Low	8:4	498
Spelling	51	-	85	77 - 93	16	Average	11:6	532
Reading Comprehension	19[1]	-	87	78 - 96	19	Average	13:10	543
Reading Composite	-	-	-	-	-	-	-	-
Letter & Word Recognition	-	-	-	-	-	-	-	-
Reading Comprehension	19[1]	-	87	78 - 96	19	Average	13:10	543
Math Composite	-	151	74	70 - 78	4	Below average	-	-
Math Concepts & Applications	60	-	84	78 - 90	14	Below average	10:10	525
Math Computation	33	-	67	61 - 73	1	Low	8:4	498
Written Language Composite	-	-	-	-	-	-	-	-
Written Expression	-	-	-	-	-	-	-	-
Spelling	51	-	85	77 - 93	16	Average	11:6	532

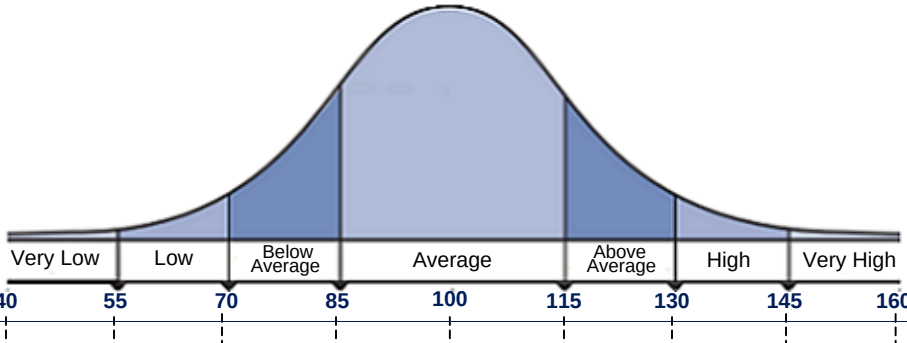
[1] Indicates a raw score that is converted to a weighted raw score (not shown).
[2] Indicates that a raw score is based on a below grade level item set.

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Supplemental Composites								
Sound-Symbol Composite	-	-	-	-	-	-	-	-
Phonological Processing	-	-	-	-	-	-	-	-
Nonsense Word Decoding	32	-	91	85 - 97	27	Average	11:6	517
Decoding Composite	-	-	-	-	-	-	-	-
Letter & Word Recognition	-	-	-	-	-	-	-	-
Nonsense Word Decoding	32	-	91	85 - 97	27	Average	11:6	517
Reading Fluency Composite	-	-	-	-	-	-	-	-
Silent Reading Fluency	-	-	-	-	-	-	-	-
Word Recognition Fluency	-	-	-	-	-	-	-	-
Decoding Fluency	19	-	80	69 - 91	9	Below average	8:4	505
Reading Understanding Composite	-	-	-	-	-	-	-	-
Reading Comprehension	19[1]	-	87	78 - 96	19	Average	13:10	543
Reading Vocabulary	-	-	-	-	-	-	-	-
Oral Language Composite	-	-	-	-	-	-	-	-
Associational Fluency	-	-	-	-	-	-	-	-
Listening Comprehension	-	-	-	-	-	-	-	-
Oral Expression	-	-	-	-	-	-	-	-
Oral Fluency Composite	-	-	-	-	-	-	-	-
Associational Fluency	-	-	-	-	-	-	-	-
Object Naming Facility	-	-	-	-	-	-	-	-
Comprehension Composite	-	-	-	-	-	-	-	-
Reading Comprehension	19[1]	-	87	78 - 96	19	Average	13:10	543
Listening Comprehension	-	-	-	-	-	-	-	-
Expression Composite	-	-	-	-	-	-	-	-
Written Expression	-	-	-	-	-	-	-	-
Oral Expression	-	-	-	-	-	-	-	-
Orthographic Processing Composite	-	-	-	-	-	-	-	-
Spelling	51	-	85	77 - 93	16	Average	11:6	532
Letter Naming Facility	64	-	81	67 - 95	10	Below average	9:7	-
Word Recognition Fluency	-	-	-	-	-	-	-	-
Academic Fluency Composite	-	-	-	-	-	-	-	-
Writing Fluency	-	-	-	-	-	-	-	-
Math Fluency	-	-	-	-	-	-	-	-
Decoding Fluency	19	-	80	69 - 91	9	Below average	8:4	505

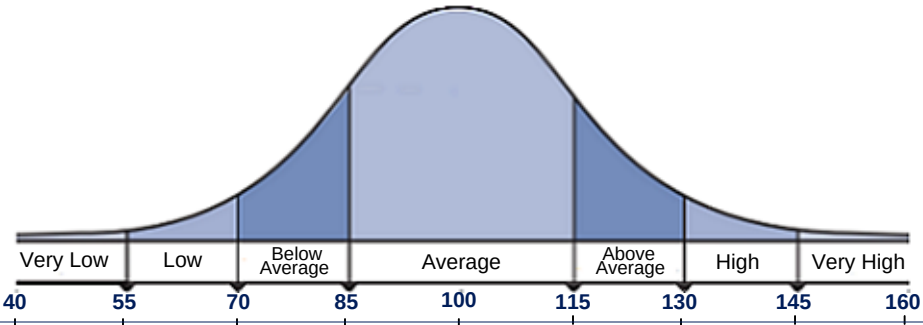
[1] Indicates a raw score that is converted to a weighted raw score (not shown).
[2] Indicates that a raw score is based on a below grade level item set.

Core Composite Score Summary Profile



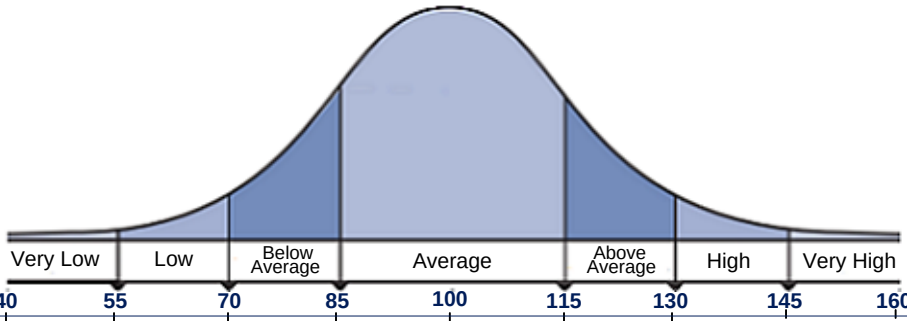
	Score	Confidence Interval
Academic Skills Battery (ASB) Composite	-	- - -
Math Concepts & Applications	84	78 - 90
Letter & Word Recognition	-	- - -
Written Expression	-	- - -
Math Computation	67	61 - 73
Spelling	85	77 - 93
Reading Comprehension	87	78 - 96
Reading Composite	-	- - -
Letter & Word Recognition	-	- - -
Reading Comprehension	87	78 - 96
Math Composite	74	70 - 78
Math Concepts & Applications	84	78 - 90
Math Computation	67	61 - 73
Written Language Composite	-	- - -
Written Expression	-	- - -
Spelling	85	77 - 93

Supplemental Composite Score Summary Profile



	Score	Confidence Interval
Sound-Symbol Composite	-	- - -
Phonological Processing	-	- - -
Nonsense Word Decoding	91	85 - 97
Decoding Composite	-	- - -
Letter & Word Recognition	-	- - -
Nonsense Word Decoding	91	85 - 97
Reading Fluency Composite	-	- - -
Silent Reading Fluency	-	- - -
Word Recognition Fluency	-	- - -
Decoding Fluency	80	69 - 91
Reading Understanding Composite	-	- - -
Reading Comprehension	87	78 - 96
Reading Vocabulary	-	- - -
Oral Language Composite	-	- - -
Associational Fluency	-	- - -
Listening Comprehension	-	- - -
Oral Expression	-	- - -

Supplemental Composite Score Summary Profile Continued



	Score	Confidence Interval
Oral Fluency Composite	-	- - -
Associational Fluency	-	- - -
Object Naming Facility	-	- - -
Comprehension Composite	-	- - -
Reading Comprehension	87	78 - 96
Listening Comprehension	-	- - -
Expression Composite	-	- - -
Written Expression	-	- - -
Oral Expression	-	- - -
Orthographic Processing Composite	-	- - -
Spelling	85	77 - 93
Letter Naming Facility	81	67 - 95
Word Recognition Fluency	-	- - -
Academic Fluency Composite	-	- - -
Writing Fluency	-	- - -
Math Fluency	-	- - -
Decoding Fluency	80	69 - 91

Error Analysis Narrative

Elias's responses on the following subtest(s) were further examined to identify specific skill strengths and/or weaknesses. First, his errors on each subtest were totaled according to error categories. Then the number of errors Elias made in each error category was compared with the average number of errors made by students in the norm sample who were at the same grade level and who attempted the same items. As a result, Elias's performance in each error category could be rated as strong, average, or weak. The diagnostic information obtained from Elias's error analysis is summarized below. As you read these results, keep in mind that error analysis is most effective for students who obtained standard scores that are below the mean. For students who obtain standard scores above 110, extreme caution should be used in the interpretation of error categories identified as weaknesses.

Error Analysis Summary

Dashes (-) indicate that no error analysis information is available.

	Math Concepts & Applications				Math Computation			
	Last Item Administered: 65				Last Item Administered: 35			
Error Category	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status
Number Concepts	22	0	0	A				
Addition	3	0	0	A	14	0	1	W
Subtraction	3	0	0	A	9	0	0	A
Multiplication	3	0	0	A	3	0	1	W
Division	3	0-1	1	A	-	-	-	-
Tables and Graphs	3	0	0	A				
Time and Money	9	0-1	2	W				
Geometry	1	0	0	A				
Measurement	6	0-1	1	A				
Fractions	4	0	0	A	-	-	-	-
Decimal					-	-	-	-
Decimals and Percents	-	-	-	-				
Data Investigation	1	0	0	A				
Multistep Problems	2	0	0	A				
Word Problems	11	0-1	1	A				
Exponent or Root					-	-	-	-
Algebra	6	0	1	W	-	-	-	-
Wrong Operation					26	0	0	A
Fact or Computation					26	0	0	A
Regrouping: Addition					2	0	0	A
Regrouping: Subtraction					1	0	0	A
Subtract Smaller from Larger					1	0	0	A
Add or Subtract Numerator & Denominator					-	-	-	-
Equivalent Fraction/Common Denominator					-	-	-	-
Multiply/Divide Fraction					-	-	-	-
Mixed Number					-	-	-	-
Incorrect Sign					-	-	-	-
Uncodable					26	0	0	A

Reading Comprehension				
Last item in scored set: 86				
Error Category	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status
Literal Comprehension	9	1-2	1	A
Inferential Comprehension	13	2-4	2	A
Narrative Comprehension	6	1-2	1	A
Expository Comprehension	16	2-5	2	A

Error Analysis Teaching Objectives & Interventions

Math Concepts & Applications

Teaching Objectives

Time and Money

Given ___ pictures of analog clock faces, the student will state the time represented on the clock face with no more than ___ errors.
Related to CCSS.Math.Content.2.MD.C.7

Given ___ pictures of calendar months, the student will identify the days of the week associated with specific dates with no more than ___ errors.

Given ___ problems each stating three units for measuring time, the student will choose the most appropriate unit for expressing the duration of an event with no more than ___ errors.

Given ___ pictures each showing sets of coins of different value, the student will state the total amount of money represented by the coins with no more than ___ errors.
Related to CCSS.Math.Content.2.MD.C.8

Given ___ pictures each showing sets of coins of different value, the student will identify the coins required to achieve a stated sum with no more than ___ errors.
Related to CCSS.Math.Content.2.MD.C.8

Given ___ word problems each requiring the multiplication of decimal monetary amounts and then subtraction of the product from a given monetary amount to find the change, the student will state an answer with no more than ___ errors.
Related to CCSS.Math.Content.4.MD.A.2

Given ___ time schedules listing arrival and departure times or event times, the student will solve word problems requiring knowledge of time differences with no more than ___ errors.
Related to CCSS.Math.Content.3.MD.A.1

Given ___ word problems each requiring the multiplication of whole monetary amounts and subtraction of the product from a given monetary amount to find the change, the student will state the answer with no more than ___ errors.
Related to CCSS.Math.Content.2.MD.C.8

Given ___ word problems each requiring the multiplication of decimal monetary amounts and then subtraction of the product from a given monetary amount to find the change, the student will state the answer with no more than ___ errors.
Related to CCSS.Math.Content.4.MD.A.2

Algebra

Given ___ problems stating two points as (x, y) coordinate pairs, the student will find the slope of the line that connects the two points with no more than ___ errors.
Related to CCSS.Math.Content.8.EE.B.5

Given ___ word problems requiring the student to translate the problems into written algebraic equations involving one unknown variable, the student will set up and solve the equations with no more than ___ errors.
Related to CCSS.Math.Content.6.EE.B.7

Given ___ problems involving quadratic equations with solutions equal to 0, the student will find the value of a variable using addition, subtraction, multiplication, and/or division to isolate the variable on one side of the equation with no more

than ___ errors.
Related to CCSS.Math.Content.HSA.REI.B.4

Given ___ problems requiring the student to use logarithms of varying base units to find the log equivalents of given numbers, the student will complete the problems with no more than ___ errors.
Related to CCSS.Math.Content.HSF.LE.A.4

Given ___ problems requiring the use of trigonometric functions, the student will solve the problems with no more than ___ errors.
Related to CCSS.Math.Content.HSF.TF.C.9

Given ___ problems requiring the student to provide the first derivative of a function, the student will complete the problems with no more than ___ errors.

Given ___ problems stating an integral function with specific limits, the student will solve the problems with no more than ___ errors.

Given ___ word problems requiring the addition of whole numbers, the student will identify the amounts to be added and state the sums with no more than ___ errors.
Related to CCSS.Math.Content.1.OA.A.2

Given ___ word problems requiring the translation of the problems into written algebraic equations involving one unknown variable, the student will set up and solve the equations with no more than ___ errors.
Related to CCSS.Math.Content.6.EE.B.7

Interventions

For Older Students
Have the student survey their classmates regarding the use of a particular product or products. Using these data, the student can practice a large variety of math applications, such as computing the total amount of money (in decimal form) spent by classmates on a product and create a table summarizing the results.
This intervention could be useful for weaknesses in Multiplication, Tables & Graphs, Time & Money, Fractions, Decimals & Percents, or Data Investigation.
Related to CCSS.Math.Content.4.MD.A.2

Have the student survey their classmates regarding the use of a particular product or products. Using these data, the student can practice a large variety of math applications, such as dividing classmates into categories based on their use of a product (e.g., amount of product used, time spent using product, money spent on product, etc.).
This intervention could be useful for weaknesses in Division, Tables & Graphs, Time & Money, Fractions, Decimals & Percents, or Data Investigation.
Related to CCSS.Math.Content.4.MD.A.2

Have the student survey their classmates regarding the use of a particular product or products. Using these data, the student can practice a large variety of math applications, such as calculating the average amount of time classmates spend using a product.
This intervention could be useful for weaknesses in Multiplication, Division, Tables & Graphs, Time & Money, Fractions, Decimals & Percents, or Data Investigation.
Related to CCSS.Math.Content.6.SP.B.5

Have the student construct a miniature town from objects brought to class (e.g., blocks, cups, plates, books, cardboard tubes, boxes). In doing so, the students will work on several math applications, such as writing algebraic equations for finding the measurements of building components.

This intervention could be useful for weaknesses in Algebra or Measurement.
Related to CCSS.Math.Content.6.EE.B.7

Math Computation

Teaching Objectives

Addition
Given ___ basic addition fact problems, the student will compute the sums with no more than ___ errors.
Related to CCSS.Math.Content.1.OA.C.6

Given ___ problems requiring addition of whole numbers without regrouping, with multiple digits in one or both addend(s), the student will compute the sums with no more than ___ errors.
Related to CCSS.Math.Content.1.OA.C.6

Multiplication
Given ___ basic multiplication fact problems, the student will compute the products with no more than ___ errors.
Related to CCSS.Math.Content.3.OA.C.7

Given ___ problems requiring multiplication of whole numbers without regrouping, with multiple digits in one factor and a single digit in the second factor, the student will compute the products with no more than ___ errors.
Related to CCSS.Math.Content.4.NBT.B.5

Given ___ problems requiring multiplication by a power of 10, the student will compute the products with no more than ___ errors.
Related to CCSS.Math.Content.3.NBT.A.3

Given ___ problems requiring multiplication of whole numbers with regrouping, with multiple digits in one factor and a single digit in the second factor, the student will compute the products with no more than ___ errors.
Related to CCSS.Math.Content.4.NBT.B.5

Given ___ problems requiring multiplication of whole numbers with one or more digits in either factor being 0 (e.g., 503 x 60), the student will compute the products with no more than ___ errors.
Related to CCSS.Math.Content.4.NBT.B.5

Given ___ problems requiring evaluation of a factorial by multiplying all numbers up to a specified value, the student will compute the products with no more than ___ errors.
Related to CCSS.Math.Content.7.EE.A.2

Interventions

Addition
For Younger Students
Have the student use manipulatives, such as tokens or pieces of candy, to count items to find a sum.
Related to CCSS.Math.Content.K.OA.A.2

Have the student use touch math for summing several items, where students touch the appropriate points of the numeral, such as the 3 points on the number 3.
Related to CCSS.Math.Content.K.CC.B.4

All Ages
Encourage the student to make their own flash cards to practice addition facts.
Related to CCSS.Math.Practice.MP1

Multiplication

All Ages
Have the student use flash cards to memorize multiplication facts.
Related to CCSS.Math.Practice.MP1

Ask the student to apply the use of multiplication to an everyday occurrence (e.g., find the total number of individual shoes worn by a class of students).
Related to CCSS.Math.Content.3.OA.A.3

Have the student draw a picture that would explain a particular multiplication fact.
Related to CCSS.Math.Content.3.OA.A.3

Addition, Subtraction, Multiplication, and Division
All Ages
Math Bingo - Have the students generate 24 arithmetic problems and answers. Ask each student to construct a BINGO card with the answers, leaving a free space in the center. Choose an announcer to randomly call off problems from the list, while students look for the answer on their BINGO cards. When a student fills all the spaces in a row, column, diagonal, or four corners, they are declared the winner, if all the answers are correct.
Related to CCSS.Math.Practice.MP1

Ability-Achievement Discrepancy Analysis

Ability Score Type: WISC-V: FSIQ
Ability Score: 95

Predicted Achievement Method

	Predicted KTEA-3 Score	Actual KTEA-3 Score	Difference	Critical Value (.05)	Significant Difference	Base Rate
KTEA-3 Subtests						
Math Concepts & Applications	96	84	12	8	Yes	<=10%
Math Computation	97	67	30	7	Yes	<=2%
Nonsense Word Decoding	98	91	7	6	Yes	>25%
Reading Comprehension	97	87	10	11	No	<=25%
Spelling	97	85	12	7	Yes	<=15%
Decoding Fluency	98	80	18	12	Yes	<=10%
KTEA-3 Composites						
Math	96	74	22	7	Yes	<=2%

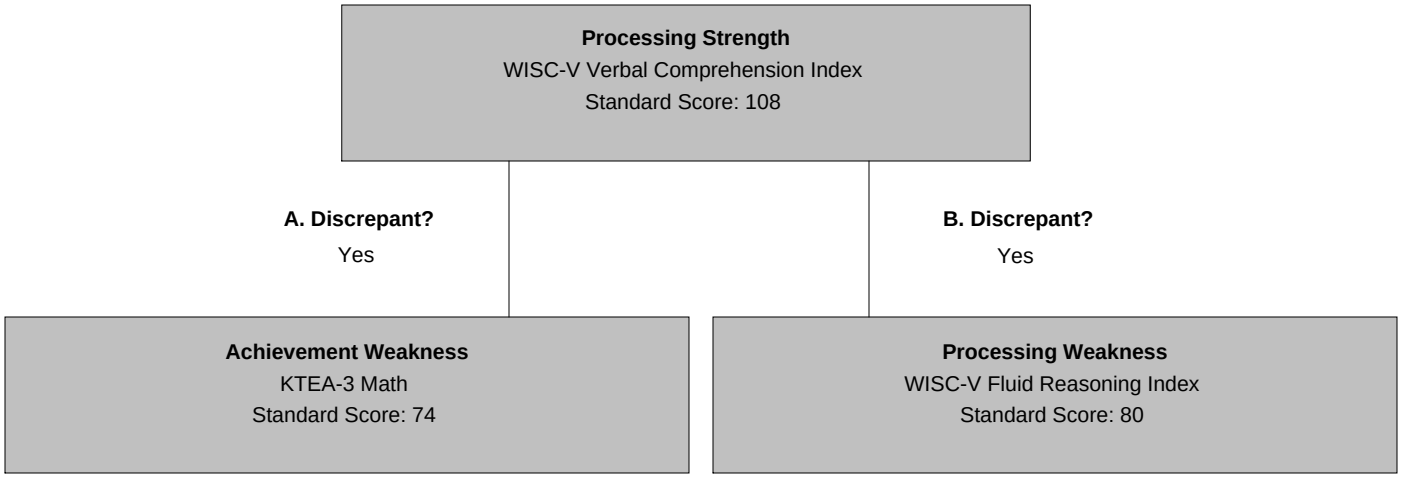
Note. Scores are not reported when the achievement score equals or exceeds the predicted achievement scores.

Pattern of Strengths & Weaknesses Analysis

Area of Processing Strength: WISC-V Verbal Comprehension Index: 108
Area of Processing Weakness: WISC-V Fluid Reasoning Index: 80
Area of Achievement Weakness: KTEA-3 Math: 74

Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value (.05)	Significant Difference	Supports SLD hypothesis?
Processing Strength/ Achievement Weakness	108	74	34	10	Yes	Yes
Processing Strength/ Processing Weakness	108	80	28	11	Yes	Yes

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



Qualitative Observations

The qualitative observations entered do not suggest a cognitive processing weakness.

End of Report

WIDE RANGE™

WRAT™5

WRAT™5

Wide Range Achievement Test - Fifth Edition

Standard Report

Gary S. Wilkinson and Gary J. Robertson

Name:	Elias Lewis	Test Date:	2025/03/08
Examinee ID:	EL25	Form:	WRAT5 Blue Form
Birth Date:	2008/08/31	Examiner Name:	JOEY
Age:	16:6	Testing Site:	
Gender:	Male	Current Grade (or Highest Grade Completed):	10
Reason for Referral:		Medication:	

[2.0 / RE1 / QG1]

Pearson

SCORE SUMMARY

Subtest/Composite	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Descriptive Category	Grade Equivalent	NCE
Math Computation	-	-	-	-	-	-	-
Spelling	-	-	-	-	-	-	-
Word Reading	49	85	79 - 91	16	Low Average	6.6	29
Sentence Comprehension	-	-	-	-	-	-	-
Reading Composite	-	-	-	-	-	-	-

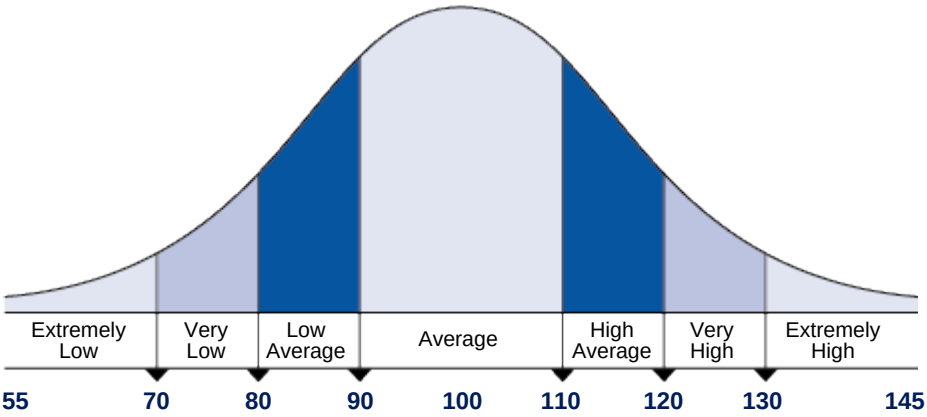
STANDARD SCORE COMPARISONS

Comparisons	Difference	Significance Level	Base Rate
Word Reading vs. Spelling	-	-	-
Word Reading vs. Math Computation	-	-	-
Word Reading vs. Sentence Comprehension	-	-	-
Spelling vs. Math Computation	-	-	-
Spelling vs. Sentence Comprehension	-	-	-
Math Computation vs. Sentence Comprehension	-	-	-

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

Comparisons were made using the age reference group.

STANDARD SCORE PROFILE



	Score	Confidence Interval
Math Computation	-	-
Spelling	-	-
Word Reading	85	79 - 91
Sentence Comprehension	-	-
Reading Composite	**-**	**-**

ABILITY-ACHIEVEMENT DISCREPANCY ANALYSIS

Ability Score Type: WASI-II: FSIQ4
Ability Score: 95
Predicted-Achievement Method

WRAT5 Subtest/Composite	Predicted WRAT5 Score	WRAT5 Score	Difference	Significance Level	Base Rate
Word Reading	97	85	12	<.01	<=15%

Note. Data are not reported for a subtest when the actual achievement score equals or exceeds the predicted achievement score used in the analysis.

End of Report

WAIS®-5

Wechsler Adult Intelligence Scale®-Fifth Edition

Score Report

Examinee Name	Elias Lewis	Date of Report	2025/03/17	
Examinee ID	EL25	Years of education		
Date of Birth	2008/08/31	Primary Language		
Sex	Male	Handedness		
Race/Ethnicity		Examiner Name	JOEY TRAMPUSH	
Date of Testing	2025/03/08	Age at Testing	16 years 6 months	Retest? No

Comments:

[1.0 / RE1 / QG1]

Pearson

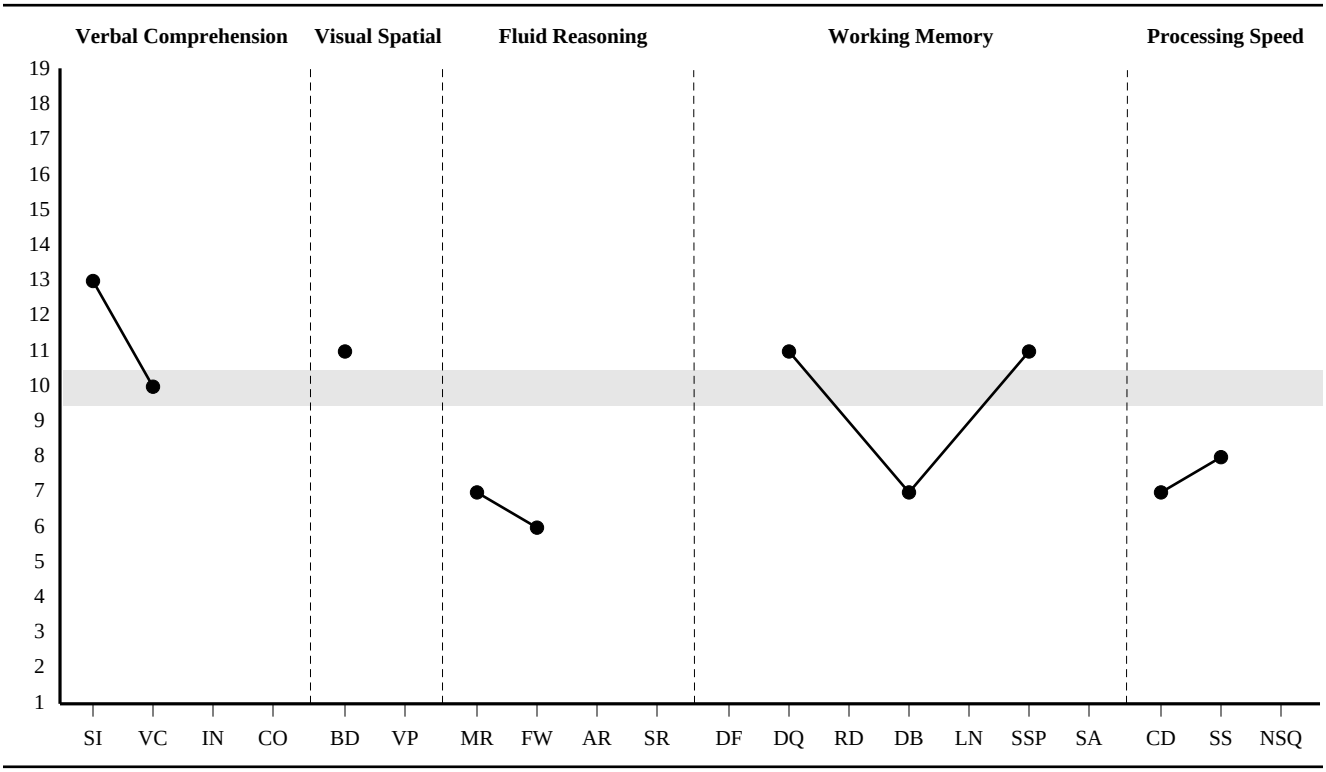
PRIMARY AND ANCILLARY SUMMARY

Subtest Score Summary

Domain	Subtest Name		Total Raw Score	Scaled Score	Percentile Rank	Ref. Group Scaled Score	*SEM*
Verbal	**Similarities**	SI	29	13	84	11	1.24
Comprehension	**Vocabulary**	VC	21	10	50	8	1.04
	(Information)	IN	-	-	-	-	-
	(Comprehension)	CO	-	-	-	-	-
Visual Spatial	**Block Design**	BD	45	11	63	12	0.99
	Visual Puzzles	VP	-	-	-	-	-
Fluid Reasoning	**Matrix Reasoning**	MR	13	7	16	7	1.20
	Figure Weights	FW	12	6	9	6	0.79
	(Arithmetic)	AR	-	-	-	-	-
	(Set Relations)	SR	-	-	-	-	-
Working Memory	**Digit Sequencing**	DQ	12	11	63	10	0.90
	Running Digits	RD	-	-	-	-	-
	(Digits Forward)	DF	-	-	-	-	-
	(Digits Backward)	DB	7	7	16	7	0.90
	(Letter-Number Seq.)	LN	-	-	-	-	-
	(Symbol Span)	SSP	26	11	63	11	0.85
	(Spatial Addition)	SA	-	-	-	-	-
Processing Speed	**Coding**	CD	52	7	16	7	0.99
	Symbol Search	SS	28	8	25	8	1.34
	(Naming Speed Quan.)	NSQ	-	-	-	-	-

Subtests used to derive the FSIQ are bolded. Secondary subtests are in parentheses.
The scaled scores in the Reference Group Scaled Score column are based on the performance of examinees ages 20:0-34:11 (i.e., the reference group). See Chapter 6 of the *WAIS-5 Technical and Interpretive Manual* for more information.

Subtest Scaled Score Profile



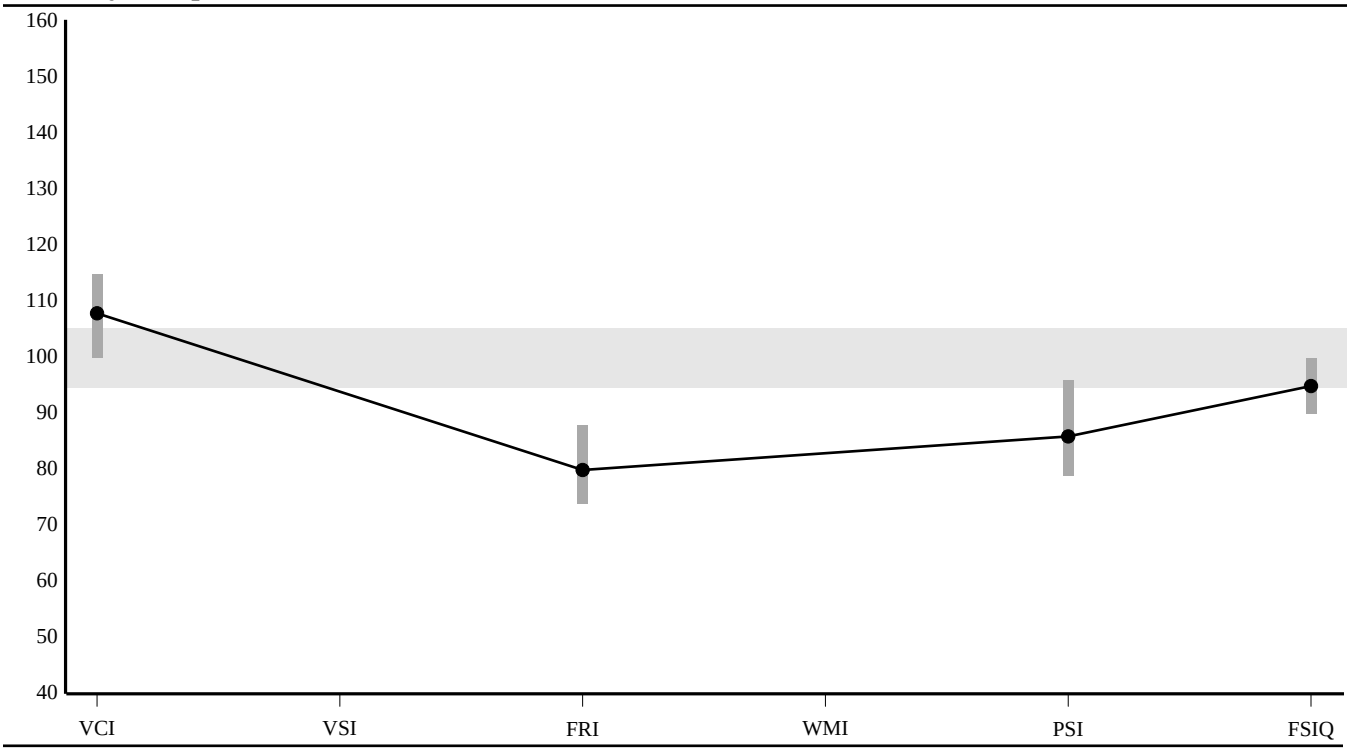
PRIMARY AND ANCILLARY SUMMARY (CONTINUED)

Composite Score Summary

Composite		Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description	*SEM*
Primary							
Verbal Comprehension	VCI	23	108	70	100-115	Average	4.50
Visual Spatial	VSI	-	-	-	-	-	-
Fluid Reasoning	FRI	13	80	9	74-88	Below average	3.97
Working Memory	WMI	-	-	-	-	-	-
Processing Speed	PSI	15	86	18	79-96	Below average	4.50
Full Scale	FSIQ	65	95	37	90-100	Average	2.60
Ancillary							
Verbal (Expanded Crystallized)	VECI	-	-	-	-	-	-
Verbal Reasoning	VRI	-	-	-	-	-	-
Expanded Visual Spatial	EVSI	-	-	-	-	-	-
Expanded Fluid	EFI	-	-	-	-	-	-
Quantitative Reasoning	QRI	-	-	-	-	-	-
Expanded Working Memory	EWMI	-	-	-	-	-	-
Visual Working Memory	VWMI	-	-	-	-	-	-
Auditory Working Memory-Registration	AWMI-R	-	-	-	-	-	-
Auditory Working Memory-Manipulation	AWMI-M	-	-	-	-	-	-
Expanded Processing Speed	EPSI	-	-	-	-	-	-
Motor-Reduced Processing Speed	MRPSI	-	-	-	-	-	-
Nonverbal	NVI	-	-	-	-	-	-
Nonmotor	NMI	-	-	-	-	-	-
General Ability	GAI	47	96	39	91-102	Average	3.00
Cognitive Proficiency	CPI	-	-	-	-	-	-

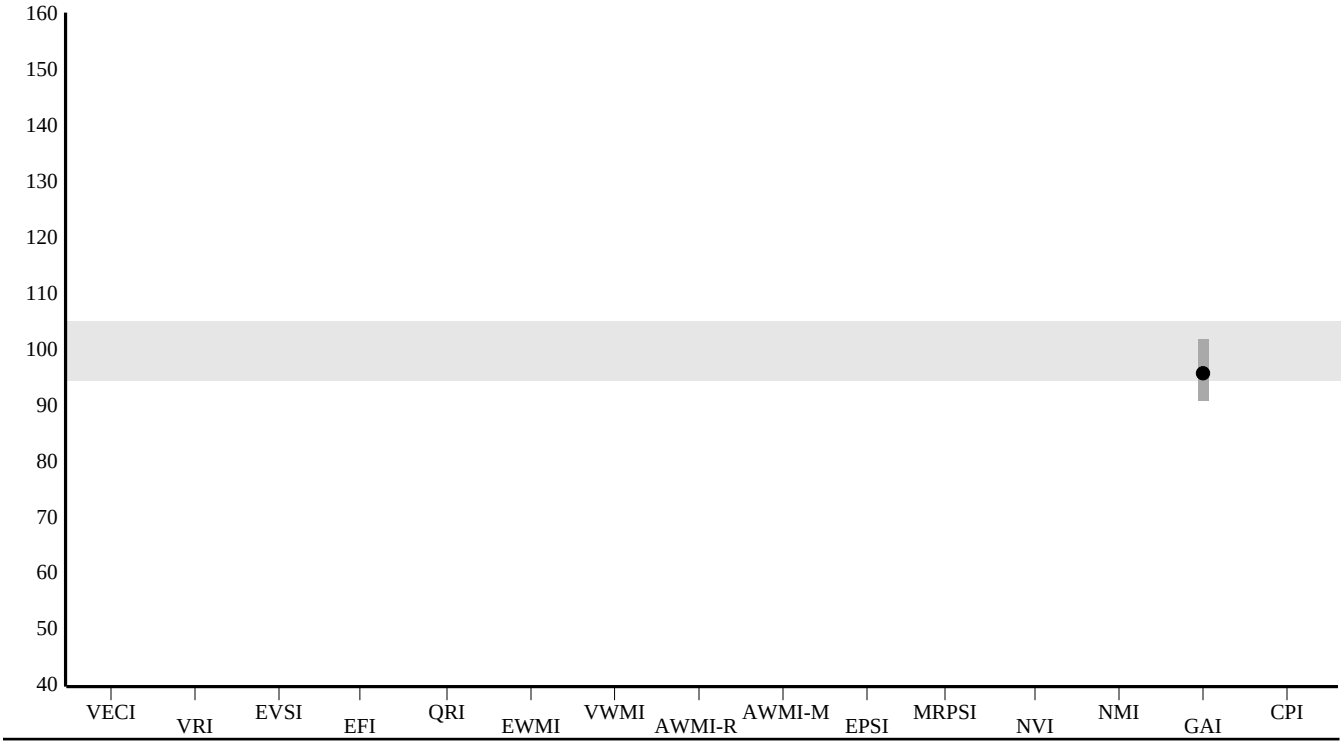
Confidence intervals are calculated using the Standard Error of Estimation.

Primary Composite Score Profile



Vertical bars represent the confidence intervals.

Ancillary Index Score Profile



Vertical bars represent the confidence intervals.

PRIMARY ANALYSIS

Index Level Strengths and Weaknesses

Index	Score	Comparison Score	Difference	Critical Value	Strength or Weakness	Base Rate
VCI	108	95	13	9.32	S	<=10%
VSI	-	-	-	-	-	-
FRI	80	95	-15	8.77	W	<=2%
WMI	-	-	-	-	-	-
PSI	86	95	-9	11.06		<=25%

The comparison score is the FSIQ because one or more primary index scores are missing.
Statistical significance (critical values) reported at the .05 level.
Base rates are reported by ability level.

Index Level Pairwise Difference Comparisons

Index Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
VCI - VSI	-	-	-	-	-	-
VCI - FRI	108	80	28	11.76	Y	<=2%
VCI - WMI	-	-	-	-	-	-
VCI - PSI	108	86	22	12.47	Y	<=10%
VSI - FRI	-	-	-	-	-	-
VSI - WMI	-	-	-	-	-	-
VSI - PSI	-	-	-	-	-	-
FRI - WMI	-	-	-	-	-	-
FRI - PSI	80	86	-6	11.76	N	>25%
WMI - PSI	-	-	-	-	-	-

Statistical significance (critical values) reported at the .05 level.
Base rates are reported by ability level.

PRIMARY ANALYSIS (CONTINUED)

Subtest Level Strengths and Weaknesses

Subtest	Score	Comparison Score	Difference	Critical Value	Strength or Weakness	Base Rate
SI	13	9.3	3.7	3.13	S	<=5%
VC	10	9.3	0.7	2.69		>25%
BD	11	9.3	1.7	2.58		<=25%
VP	-	-	-	-	-	-
MR	7	9.3	-2.3	3.04		<=15%
FW	6	9.3	-3.3	2.17	W	<=5%
DQ	11	9.3	1.7	2.39		<=25%
RD	-	-	-	-	-	-
CD	7	9.3	-2.3	2.58		<=15%
SS	8	9.3	-1.3	3.91		>25%

The comparison score is the mean scaled score for the FSIQ subtests (MSS-F) because MSS-P cannot be used.
Statistical significance (critical values) reported at the .05 level.

Subtest Level Pairwise Difference Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
SI - VC	13	10	3	2.89	Y	<=15%
BD - VP	-	-	-	-	-	-
MR - FW	7	6	1	2.53	N	>25%
DQ - RD	-	-	-	-	-	-
CD - SS	7	8	-1	3.46	N	>25%

Statistical significance (critical values) reported at the .05 level.

ANCILLARY ANALYSIS

Composite Level Pairwise Difference Comparisons

Composite Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
VECI - EFI	-	-	-	-	-	-
WMI - VWMI	-	-	-	-	-	-
AWMI-R - AWMI-M	-	-	-	-	-	-
GAI - FSIQ	96	95	1	7.78	N	>25%
GAI - CPI	-	-	-	-	-	-

Statistical significance (critical values) reported at the .05 level.
When ability level is selected as the base rate reference group, the FSIQ ability level is used.

Subtest Level Pairwise Difference Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
FW - AR	-	-	-	-	-	-
SSP - SA	-	-	-	-	-	-
DF - RD	-	-	-	-	-	-
SS - NSQ	-	-	-	-	-	-

PROCESS ANALYSIS

Total Raw Score to Scaled Process Score Conversion

Process Score		Raw Score	Scaled Score
Block Design No Time Bonus	BDn	44	13
Block Design Partial	BDp	-	-
Digit Span	DSp	-	-

Process Level Pairwise Difference Comparisons

Process Score Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
BD - BDn	11	13	-2	3.05	N	<=2%
BD - BDp	-	-	-	-	-	-
DQ - DF	-	-	-	-	-	-
DQ - DB	11	7	4	2.61	Y	<=10%
DF - DB	-	-	-	-	-	-
DQ - LN	-	-	-	-	-	-

Statistical significance (critical values) reported at the .05 level.

Raw Score to Base Rate Conversion

Process Score		Raw Score	Base Rate
Longest Digit Sequence	LDq	6	75.0%
Longest Running Digits	LRd	-	-
Longest Digits Forward	LDf	-	-
Longest Digits Backward	LDb	4	46.1%
Longest Letter-Number Sequence	LLNs	-	-
Block Design Dimension Errors	BDde	1	<=5%
Block Design Rotation Errors	BDre	0	<=25%
Symbol Search Set Errors	SSse	-	-
Symbol Search Rotation Errors	SSre	-	-
Naming Speed Quantity Errors	NSQe	-	-

Base rates are reported by age group.

PROCESS ANALYSIS (CONTINUED)

Discrepancy Comparisons

Process Score Comparison	Raw Score 1	Raw Score 2	Difference	Base Rate
LDq - LDf	-	-	-	-
LDq - LDb	6	4	2	33.9%
LDf - LDb	-	-	-	-
LDq - LLNs	-	-	-	-

Base rates are reported by age group.

End of Report