KTEA™-3

# KTEA™-3

## Kaufman Test of Educational Achievement, Third Edition

## Standard Report

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

| | | | |
|---|---|---|---|
| Name: | Presley Soller | Test Date: | 12/19/2017 |
| Examinee ID: | PS_00 | Form: | B |
| Birth Date: | 12/18/2010 | Examiner Name: | JOEY TRAMPUSH |
| Age: | 7:0 | Testing Site: | In Home |
| Gender: | Female | Current Grade (or Highest Grade Completed): | 1 |
| Reason for Referral: | Reading difficulty | Medication: | |

PsychCorp



[ 1.4 / RE1 / QG1 ]

## 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** | - | 554 | 89 | 85 - 93 | 23 | Below average | - | - |
| Math Concepts & Applications | 30 | - | 90 | 83 - 97 | 25 | Average | 6:4 | 457 |
| Letter & Word Recognition | 27 | - | 81 | 77 - 85 | 10 | Below average | 5:8 | 397 |
| Written Expression | 57[1] | - | 112 | 102 - 122 | 79 | Above average | 8:4 | 499 |
| Math Computation | 22 | - | 92 | 84 - 100 | 30 | Average | 6:10 | 461 |
| Spelling | 19 | - | 92 | 86 - 98 | 30 | Average | 6:4 | 449 |
| Reading Comprehension | 14[1] | - | 87 | 77 - 97 | 19 | Below average | 6:4 | 424 |
| **Reading Composite** | - | 168 | 83 | 78 - 88 | 13 | Below average | - | - |
| Letter & Word Recognition | 27 | - | 81 | 77 - 85 | 10 | Below average | 5:8 | 397 |
| Reading Comprehension | 14[1] | - | 87 | 77 - 97 | 19 | Below average | 6:4 | 424 |
| **Math Composite** | - | 182 | 90 | 84 - 96 | 25 | Average | - | - |
| Math Concepts & Applications | 30 | - | 90 | 83 - 97 | 25 | Average | 6:4 | 457 |
| Math Computation | 22 | - | 92 | 84 - 100 | 30 | Average | 6:10 | 461 |
| **Written Language Composite** | - | 204 | 101 | 95 - 107 | 53 | Average | - | - |
| Written Expression | 57[1] | - | 112 | 102 - 122 | 79 | Above average | 8:4 | 499 |
| Spelling | 19 | - | 92 | 86 - 98 | 30 | Average | 6:4 | 449 |

[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.

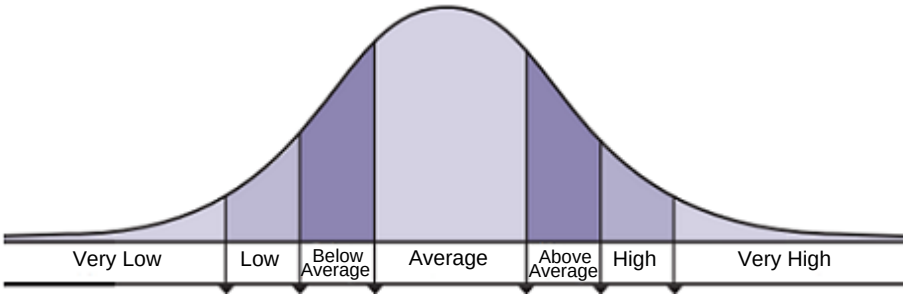
## Supplemental Composite Score Summary Table

| 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** | - | 180 | 87 | 82 - 92 | 19 | Below average | - | - |
| Phonological Processing | 25 | - | 94 | 86 - 102 | 34 | Average | 6:7 | 486 |
| Nonsense Word Decoding | 6 | - | 86 | 81 - 91 | 18 | Below average | <6:1 | 467 |
| **Decoding Composite** | - | 167 | 82 | 78 - 86 | 12 | Below average | - | - |
| Letter & Word Recognition | 27 | - | 81 | 77 - 85 | 10 | Below average | 5:8 | 397 |
| Nonsense Word Decoding | 6 | - | 86 | 81 - 91 | 18 | Below average | <6:1 | 467 |
| **Reading Fluency Composite** | - | - | - | - | - | - | - | - |
| Silent Reading Fluency | 0 | - | 71 | 54 - 88 | 3 | Low | <6:1 | 454 |
| Word Recognition Fluency | 10[1] | - | 85 | 75 - 95 | 16 | Below average | <6:1 | 453 |
| Decoding Fluency | - | - | - | - | - | - | - | - |
| **Reading Understanding Composite** | - | 171 | 84 | 78 - 90 | 14 | Below average | - | - |
| Reading Comprehension | 14[1] | - | 87 | 77 - 97 | 19 | Below average | 6:4 | 424 |
| Reading Vocabulary | 8 | - | 84 | 76 - 92 | 14 | Below average | <6:1 | 453 |
| **Oral Language Composite** | - | 299 | 99 | 89 - 109 | 47 | Average | - | - |
| Associational Fluency | 24 | - | 112 | 93 - 131 | 79 | Above average | 8:10 | 500 |
| Listening Comprehension | 20[1] | - | 105 | 93 - 117 | 63 | Average | 7:7 | 495 |
| Oral Expression | 26[1] | - | 82 | 71 - 93 | 12 | Below average | 5:0 | 482 |
| **Oral Fluency Composite** | - | 209 | 105 | 90 - 120 | 63 | Average | - | - |
| Associational Fluency | 24 | - | 112 | 93 - 131 | 79 | Above average | 8:10 | 500 |
| Object Naming Facility | 41 | - | 97 | 82 - 112 | 42 | Average | 6:7 | - |
| **Comprehension Composite** | - | 192 | 96 | 87 - 105 | 39 | Average | - | - |
| Reading Comprehension | 14[1] | - | 87 | 77 - 97 | 19 | Below average | 6:4 | 424 |
| Listening Comprehension | 20[1] | - | 105 | 93 - 117 | 63 | Average | 7:7 | 495 |
| **Expression Composite** | - | 194 | 95 | 87 - 103 | 37 | Average | - | - |
| Written Expression | 57[1] | - | 112 | 102 - 122 | 79 | Above average | 8:4 | 499 |
| Oral Expression | 26[1] | - | 82 | 71 - 93 | 12 | Below average | 5:0 | 482 |
| **Orthographic Processing Composite** | - | 244 | 77 | 68 - 86 | 6 | Low | - | - |
| Spelling | 19 | - | 92 | 86 - 98 | 30 | Average | 6:4 | 449 |
| Letter Naming Facility | 12 | - | 67 | 49 - 85 | 1 | Very low | <5:0 | - |
| Word Recognition Fluency | 10[1] | - | 85 | 75 - 95 | 16 | Below average | <6:1 | 453 |

| Composite/Subtest | Subtest Raw Scores | Sum of Subtest Standard Scores | Standard Scores | 95% Confidence Interval | Percentile Rank | Descriptive Category | Age Equivalent | GSV |
|---|---|---|---|---|---|---|---|---|
| **Academic Fluency Composite** | - | - | - | - | - | - | - | - |
| Writing Fluency | - | - | - | - | - | - | - | - |
| Math Fluency | 4 | - | 76 | 64 - 88 | 5 | Low | <6:1 | 451 |
| Decoding Fluency | - | - | - | - | - | - | - | - |

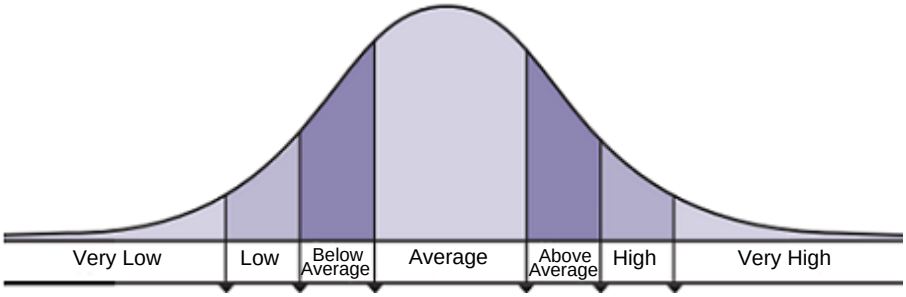
[1] Indicates a raw score that is converted to a weighted raw score (not shown).
[2] Indicates that a raw score is based on a below grade level item set.

## Core Composite Score Summary Profile



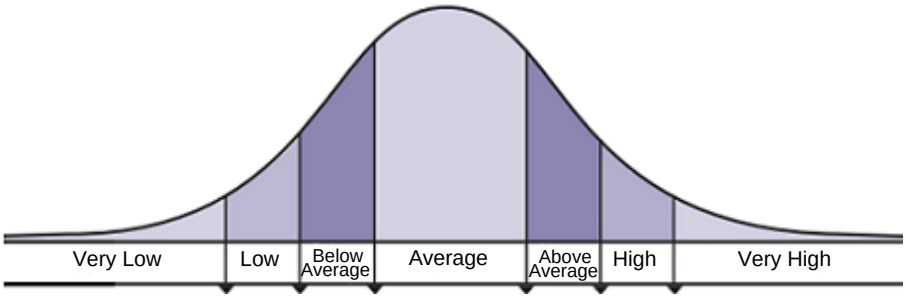

| | 40 50 60 70 80 90 100 110 120 130 140 150 160 | Score | Confidence Interval |
|---|---|---|---|
| **Academic Skills Battery (ASB) Composite** | | 89 | 85 - 93 |
| Math Concepts & Applications | | 90 | 83 - 97 |
| Letter & Word Recognition | | 81 | 77 - 85 |
| Written Expression | | 112 | 102 - 122 |
| Math Computation | | 92 | 84 - 100 |
| Spelling | | 92 | 86 - 98 |
| Reading Comprehension | | 87 | 77 - 97 |
| **Reading Composite** | | 83 | 78 - 88 |
| Letter & Word Recognition | | 81 | 77 - 85 |
| Reading Comprehension | | 87 | 77 - 97 |
| **Math Composite** | | 90 | 84 - 96 |
| Math Concepts & Applications | | 90 | 83 - 97 |
| Math Computation | | 92 | 84 - 100 |
| **Written Language Composite** | | 101 | 95 - 107 |
| Written Expression | | 112 | 102 - 122 |
| Spelling | | 92 | 86 - 98 |

## Supplemental Composite Score Summary Profile




| | Score | Confidence Interval |
|---|---|---|
| **Sound-Symbol Composite** | 87 | 82 - 92 |
| Phonological Processing | 94 | 86 - 102 |
| Nonsense Word Decoding | 86 | 81 - 91 |
| **Decoding Composite** | 82 | 78 - 86 |
| Letter & Word Recognition | 81 | 77 - 85 |
| Nonsense Word Decoding | 86 | 81 - 91 |
| **Reading Fluency Composite** | - | - - - |
| Silent Reading Fluency | 71 | 54 - 88 |
| Word Recognition Fluency | 85 | 75 - 95 |
| Decoding Fluency | - | - - - |
| **Reading Understanding Composite** | 84 | 78 - 90 |
| Reading Comprehension | 87 | 77 - 97 |
| Reading Vocabulary | 84 | 76 - 92 |
| **Oral Language Composite** | 99 | 89 - 109 |
| Associational Fluency | 112 | 93 - 131 |
| Listening Comprehension | 105 | 93 - 117 |
| Oral Expression | 82 | 71 - 93 |

## Supplemental Composite Score Summary Profile Continued




| | Score | Confidence Interval |
|---|---|---|
| **Oral Fluency Composite** | 105 | 90 - 120 |
| Associational Fluency | 112 | 93 - 131 |
| Object Naming Facility | 97 | 82 - 112 |
| **Comprehension Composite** | 96 | 87 - 105 |
| Reading Comprehension | 87 | 77 - 97 |
| Listening Comprehension | 105 | 93 - 117 |
| **Expression Composite** | 95 | 87 - 103 |
| Written Expression | 112 | 102 - 122 |
| Oral Expression | 82 | 71 - 93 |
| **Orthographic Processing Composite** | 77 | 68 - 86 |
| Spelling | 92 | 86 - 98 |
| Letter Naming Facility | 67 | 49 - 85 |
| Word Recognition Fluency | 85 | 75 - 95 |
| **Academic Fluency Composite** | - | - - - |
| Writing Fluency | - | - - - |
| Math Fluency | 76 | 64 - 88 |
| Decoding Fluency | - | - - - |

## ASB Composite and Subtest Standard Score Differences

| Comparison | Difference | Critical Value (.01) | Significant Difference Y/N | Base Rate |
|---|---|---|---|---|
| Academic Skills Battery vs. Phonological Processing | -5 | 12 | N | >15% |
| Academic Skills Battery vs. Math Concepts & Applications | -1 | 8 | N | >15% |
| Academic Skills Battery vs. Letter & Word Recognition | 8 | 7 | Y | >15% |
| Academic Skills Battery vs. Math Computation | -3 | 9 | N | >15% |
| Academic Skills Battery vs. Nonsense Word Decoding | 3 | 9 | N | >15% |
| Academic Skills Battery vs. Silent Reading Fluency | 18 | 18 | Y | <=15% |
| Academic Skills Battery vs. Math Fluency | 13 | 15 | N | >15% |
| Academic Skills Battery vs. Reading Comprehension | 2 | 11 | N | >15% |
| Academic Skills Battery vs. Written Expression | -23 | 12 | Y | <=5% |
| Academic Skills Battery vs. Associational Fluency | -23 | 24 | N | <=15% |
| Academic Skills Battery vs. Spelling | -3 | 7 | N | >15% |
| Academic Skills Battery vs. Object Naming Facility | -8 | 19 | N | >15% |
| Academic Skills Battery vs. Reading Vocabulary | 5 | 11 | N | >15% |
| Academic Skills Battery vs. Letter Naming Facility | 22 | 26 | N | >15% |
| Academic Skills Battery vs. Listening Comprehension | -16 | 16 | Y | >15% |
| Academic Skills Battery vs. Word Recognition Fluency | 4 | 17 | N | >15% |
| Academic Skills Battery vs. Oral Expression | 7 | 17 | N | >15% |

*Note.* A negative difference indicates that the subtest in the comparison has a higher score than the ASB composite.
A significant difference between a subtest score and the ASB means the subtest is either a personal strength (if the difference is negative) or a personal weakness (if the difference is positive).
Base rates are not reported when the difference between scores is zero.

## Composite Standard Score Differences

| Comparison | Difference | Critical Value (.01) | Significant Difference Y/N | Base Rate |
|---|---|---|---|---|
| Reading vs. Sound-Symbol | -4 | 11 | N | >15% |
| Reading vs. Decoding | 1 | 7 | N | >15% |
| Reading vs. Reading Understanding | -1 | 4 | N | >15% |

*Note.* A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.
A significant difference between a composite score and the ASB means the composite is either a personal strength (if the difference is negative) or a personal weakness (if the difference is positive).
Base rates are not reported when the difference between scores is zero.

## Subtest Standard Score Differences

| Comparison | Difference | Critical Value (.01) | Significant Difference Y/N | Base Rate |
|---|---|---|---|---|
| Phonological Processing vs. Letter & Word Recognition | 13 | 12 | Y | >15% |
| Letter & Word Recognition vs. Nonsense Word Decoding | -5 | 10 | N | >15% |

## Error Analysis Narrative

Presley's responses on the following subtest(s) were further examined to identify specific skill strengths and/or weaknesses. First, her errors on each subtest were totaled according to error categories. Then the number of errors Presley 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, Presley's performance in each error category could be rated as strong, average, or weak. The diagnostic information obtained from Presley'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.

| Phonological Processing | | | | |
|---|---|---|---|---|
| Error Category | Items Attempted | Average # of Errors | Student's # of Errors | Skill Status |
| Blending | 9 | 1-2 | 5 | W |
| Rhyming | 8 | 0-1 | 0 | A |
| Sound Matching | 6 | 0-2 | 2 | A |
| Deleting | 10 | 2-4 | 7 | W |
| Segmenting | 15 | - | 9 | N/A |

| Math Concepts & Applications | | | | |
|---|---|---|---|---|
| Last Item Administered: 35 | | | | |
| Error Category | Items Attempted | Average # of Errors | Student's # of Errors | Skill Status |
| Number Concepts | 19 | 0-1 | 2 | W |
| Addition | 2 | 0-1 | 0 | A |
| Subtraction | 1 | 0 | 0 | A |
| Multiplication | 0 | - | 0 | N/A |
| Division | 0 | - | 0 | N/A |
| Tables and Graphs | 2 | 0 | 0 | A |
| Time and Money | 2 | 0-1 | 1 | A |
| Geometry | 2 | 0 | 0 | A |
| Measurement | 3 | 0-1 | 0 | A |
| Fractions | 0 | - | 0 | N/A |
| Decimals and Percents | 0 | - | 0 | N/A |
| Data Investigation | 0 | - | 0 | N/A |
| Algebra | 4 | 0-2 | 2 | A |
| Multistep Problems | 0 | - | 0 | N/A |
| Word Problems | 2 | 0-1 | 0 | A |

| Reading Comprehension | | | | |
|---|---|---|---|---|
| Last item in scored set: 30 | | | | |
| Error Category | Items Attempted | Average # of Errors | Student's # of Errors | Skill Status |
| Literal Comprehension | - | - | 4 | - |
| Inferential Comprehension | - | - | 0 | - |
| Narrative Comprehension | - | - | 4 | - |
| Expository Comprehension | - | - | 0 | - |

| | Written Expression | | | | Oral Expression | | | |
|---|---|---|---|---|---|---|---|---|
| | Last item in scored set: 38 | | | | Last item in scored set: 23 | | | |
| Error Category | Items Attempted | Average # of Errors | Student's # of Errors | Skill Status | Items Attempted | Average # of Errors | Student's # of Errors | Skill Status |
| Task | 7 | 0-3 | 0 | A | 23 | 4-7 | 7 | A |
| Structure | 7 | 1-3 | 0 | S | 23 | 4-7 | 10 | W |
| Word Form | 8 | 0-2 | 2 | A | 23 | 2-4 | 6 | W |
| Capitalization | 10 | 5-8 | 6 | A | | | | |
| Punctuation | 11 | 4-9 | 0 | S | | | | |

## Error Analysis Teaching Objectives & Interventions

### Phonological Processing

**Teaching Objectives**

Blending
When a stimulus word is pronounced by the teacher as separate sub-word sound units, the student will blend the sub-word sound units to pronounce the word with no more than ___ errors per ___ stimulus words.
Related to CCSS.ELA-LITERACY.RF.1.2b

Deleting Sounds
When a stimulus word is pronounced by the teacher and the student is told to delete a given sound unit from the word, the student will pronounce the remaining part(s) of the word with no more than ___ errors per ___ stimulus words.
Related to CCSS.ELA-LITERACY.RF.K.2e

**Interventions**

Blending
*All Ages*
I'm Thinking Game - Sound out letters and ask the student to say the word. For example, "I'm thinking of a word that names an animal: /k/ /a/ /t/. What's my word?" Answer: *cat*.
Related to CCSS.ELA-LITERACY.RF.1.2b

Let's Build a Sandwich Game - Ask the student to name the objects needed to make a sandwich by sounding them out. For example, "Slowly sound out the word for the yellow spread on the bread." Possible answer: *mus/tard*.
Related to CCSS.ELA-LITERACY.RF.K.2b

Deleting Sounds
*All Ages*
I'm Thinking Game - Ask the student to say a word based on deleting a syllable or phoneme. For example, "Say *cowboy*. [Pause for response.] Now say *cowboy* but don't say /cow/." Answer: *boy*. "Now say *gym*. [Pause for response.] Now say *gym* but don't say /j/." Answer: /im/.
Related to CCSS.ELA-LITERACY.RF.K.2c

Let's Build a Sandwich Game - Ask the student to name the objects needed to make a sandwich but with sounds left out. For example, "Say *bread*. [Pause for response.] Now say *bread* but don't say /r/." Answer: *bed*.
Related to CCSS.ELA-LITERACY.RF.1.2d

## Math Concepts & Applications

### Teaching Objectives

Number Concepts

Given ___ pictures each showing multiple objects of varying size, the student will identify the smallest object with no more than ___ errors.
Related to CCSS.Math.Content.K.MD.A.1

Given ___ pictures each showing multiple objects of varying size, the student will identify the largest object with no more than ___ errors.
Related to CCSS.Math.Content.K.MD.A.1

Given ___ pictures each showing multiple objects, the student will point to, count, and state the sum of the objects with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.B.4; CCSS.Math.Content.K.OA.A.2

Given ___ pictures each showing multiple groups of objects containing different numbers of objects, the student will identify the group corresponding to a stated number with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.B.5

Given ___ pictures each showing a row of numbers, a student will point to a stated number with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.A.3

Given ___ pictures each showing multiple groups of objects containing different quantities and a numeral printed above the groups of objects, the student will match the numeral with the correct group with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.A.3

Given ___ pictures each showing multiple objects, the student will point to a given number of objects in each picture with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.A.3

Given ___ pictures each showing multiple objects of varying height, the student will identify the tallest object with no more than ___ errors.
Related to CCSS.Math.Content.K.MD.A.2

Given ___ pictures each showing multiple objects of varying height, the student will identify the shortest object with no more than ___ errors.
Related to CCSS.Math.Content.K.MD.A.2

Given ___ pictures each showing signs combining words and numbers, the student will identify by name the numbers on each sign with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.C.7

Given ___ pictures each showing two groups of objects containing different quantities, the student will state which group has more objects with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.C.6

Given ___ sets of numbers each represented in numerical order and with a number missing from the ordered set, the student will state the missing number with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.A.2

Given ___ pictures each showing objects in a row, the student will name the ordinal position (e.g., third, sixth) of the objects with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.B.4a

Given ___ pictures each showing various numerical operation signs, the student will identify the sign that matches a stated math operation with no more than ___ errors.
Related to CCSS.Math.Content.3.OA.D.9

Given ___ pictures each showing a number, the student will state the number that immediately precedes or immediately follows the pictured number with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.A.2

Given ___ pictures each showing a group of numbered objects, the student will state the numbers in numerical order with no more than ___ errors.
Related to CCSS.Math.Content.K.CC.B.4a

Given ___ sets of numbers each showing a number series based on a math operation (e.g., adding five to the preceding number), the student will state the next number occurring in the series with no more than ___ errors.
Related to CCSS.Math.Content.3.OA.D.9

Given ___ sets of numbers each showing a number series based on a math operation (e.g. adding five to the preceding number) with some values missing from the series, the student will state the missing numbers with no more than ___ errors.
Related to CCSS.Math.Content.3.OA.D.9

Given ___ problems requiring the use of addition to check subtraction or the use of subtraction to check addition, the student will perform the checking procedure with no more than ___ errors.
Related to CCSS.Math.Content.1.OA.C.6

Given ___ numbers, the student will state the digit in a given place value with no more than ___ errors.
Related to CCSS.Math.Content.2.NBT.A.1

Given ___ numbers, the student will round to a given place value with no more than ___ errors.
Related to CCSS.Math.Content.5.NBT.A.4

Given ___ problems requiring the use of division to check multiplication or the use of multiplication to check division, the student will perform the checking procedure with no more than ___ errors.
Related to CCSS.Math.Content.4.NBT.B.6

Given ___ sets of numbers, the student will identify the prime numbers in each set with no more than ___ errors.
Related to CCSS.Math.Content.4.OA.B.4

**Interventions**

*For Younger Students*
Provide the student with a series of pictures depicting groups of animals, people, objects, etc. Have the student find the sum of the members within each category.
*This intervention could be useful for weaknesses in Number Concepts, Addition, Subtraction, or Word Problems.*
Related to CCSS.Math.Content.1.MD.C.4

*All Ages*
Provide the student with a series of pictures depicting groups of animals, people, objects, etc. Have the student use the pictures to formulate word problems in which addition and/or subtraction are used to find the solution.

*This intervention could be useful for weaknesses in Number Concepts, Addition, Subtraction, or Word Problems.*
Related to CCSS.Math.Content.1.OA.A.1

## Oral Expression

### Teaching Objectives

Structure
When asked to provide ___ oral statements, each requiring the student to describe what is happening in a series of pictures that tell a story, the student will produce ___ statements with no more than ___ sentence structure errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.2.4

When asked to orally state ___ questions, each designed to obtain information, the student will produce at least ___ questions with no more than ___ sentence structure errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.2

When asked to provide ___ oral statements, each beginning with a specific word and describing the events shown in a single picture or series of pictures, the student will produce ___ statements with no more than ___ sentence structure errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.2.4

When asked to provide ___ oral statements, each requiring the student to describe the actions of a character in a picture and each requiring the student to use specific words in the sentence, the student will produce ___ statements with no more than ___ sentence structure errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.2.4

When asked to provide ___ oral statements, each requiring the student to describe what is happening in a picture and each requiring the student to start the description with a specific phrase, the student will produce ___ statements with no more than ___ sentence structure errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.2.4

Word Form
When asked to provide ___ oral statements, each requiring the student to describe what is happening in a series of pictures that tell a story, the student will produce ___ statements with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.4

When asked to orally state ___ questions, each designed to obtain information, the student will produce at least ___ questions with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.2

When asked to provide ___ oral statements, each beginning with a specific word, and each describing the events shown in a single picture or series of pictures, the student will produce ___ statements with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.4

When asked to provide ___ oral statements, each requiring the student to describe the actions of a character in a picture and to use specific words in the sentence, the student will produce ___ statements with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.4

When asked to provide ___ oral statements, each requiring the student to describe what is happening in a picture and to start the description with a specific phrase, the student will produce ___ statements with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.4

### Interventions

Structure
*For Younger Students*

Ask the student to draw a picture of a recent activity he or she participated in (e.g., playing a sport, taking a test, cooking a meal). Ask the student to describe what's happening in the picture using one or more complete sentences.
Related to CCSS.ELA-LITERACY.SL.K.5; CCSS.ELA-LITERACY.SL.1.6

*All Ages*
Fishin' for Questions - Have the student "fish" for a card, each one with a question written on it. Ask the student to answer the question on the card using a complete sentence.
Related to CCSS.ELA-LITERACY.SL.1.6

Ask the student to tell a short story about a picture using complete sentences.
Related to CCSS.ELA-LITERACY.SL.2.4

Ask the student to listen to a simple sentence, and then ask the student to build on that sentence to say a compound or complex sentence.
Related to CCSS.ELA-LITERACY.L.3.1i

Provide the student with word cards. Have the student use the words to orally formulate a simple, complete sentence.
Related to CCSS.ELA-LITERACY.SL.1.6

Provide the student with word cards. Have the student use the words to orally formulate a simple, complete statement. Then have the student use those words to change the statement into a question.
Related to CCSS.ELA-LITERACY.L.1.1j

*For Older Students*
Have the student compare and contrast two favorite flavors of ice cream or main dishes enjoyed by people in his or her family. Ask the student to describe each family member's preference using complete sentences.
Related to CCSS.ELA-LITERACY.SL.4.4

Have the student compare and contrast two favorite flavors of ice cream or main dishes enjoyed by people in his or her family. Ask the student to make up a new flavor or dish that combines the best of both other items. Finally, ask the student to use complete sentences to describe why the new item is better than the other two.
Related to CCSS.ELA-LITERACY.SL.4.4

Structure and Word Form
*All Ages*
Provide words from different parts of speech (e.g., nouns, prepositions), and ask the student to say a sentence with one, two, or three of those words, adding any additional words as needed.
Related to CCSS.ELA-LITERACY.L.1.1

Word Form
*All Ages*
Ask the student to describe a recent activity he or she participated in with others. Ask the student to identify the correct pronouns of the persons in the description.
Related to CCSS.ELA-LITERACY.L.1.1d

Ask the student to describe a recent activity he or she participated in, emphasizing the past tense.
Related to CCSS.ELA-LITERACY.L.1.1e

*For Older Students*
Ask the student to describe a recent activity (e.g., playing a sport, taking a test, cooking a meal), with an emphasis on past tense. Then have the student identify his or her current feelings related to the activity using present tense. Finally, ask the student to explain what similar activities he or she will participate in in the future, with an emphasis on future tense.

Related to CCSS.ELA-LITERACY.L.3.1e; CCSS.ELA-LITERACY.SL.4.4

Have the student find quotes from three authors on the same topic. Ask the student to define the words and then to use them in a different sentence, spoken aloud.
Related to CCSS.ELA-LITERACY.L.4.4

Have the student find quotes from three authors on the same topic. Ask the student to find synonyms for one or more words in each sentence.
Related to CCSS.ELA-LITERACY.L.4.5c

## Ability-Achievement Discrepancy Analysis

Ability Score Type: WISC-V: FSIQ
Ability Score: 113

### Predicted Achievement Method

| | Predicted KTEA-3 Score | Actual KTEA-3 Score | Difference | Critical Value (.01) | Significant Difference Y/N | Base Rate |
|---|---|---|---|---|---|---|
| **KTEA-3 Subtests** | | | | | | |
| Phonological Processing | 108 | 94 | 14 | 12 | Y | <=10% |
| Math Concepts & Applications | 110 | 90 | 20 | 10 | Y | <=2% |
| Letter & Word Recognition | 108 | 81 | 27 | 8 | Y | <=2% |
| Math Computation | 108 | 92 | 16 | 10 | Y | <=10% |
| Nonsense Word Decoding | 107 | 86 | 21 | 8 | Y | <=5% |
| Silent Reading Fluency | 107 | 71 | 36 | 16 | Y | <=2% |
| Math Fluency | 107 | 76 | 31 | 13 | Y | <=2% |
| Reading Comprehension | 109 | 87 | 22 | 14 | Y | <=2% |
| Written Expression | 108 | 112 | - | - | - | - |
| Spelling | 108 | 92 | 16 | 9 | Y | <=10% |
| Reading Vocabulary | 109 | 84 | 25 | 12 | Y | <=2% |
| Listening Comprehension | 108 | 105 | 3 | 16 | N | >25% |
| Word Recognition Fluency | 107 | 85 | 22 | 15 | Y | <=5% |
| Oral Expression | 107 | 82 | 25 | 18 | Y | <=5% |
| **KTEA-3 Composites** | | | | | | |
| Reading | 110 | 83 | 27 | 10 | Y | <=2% |
| Math | 110 | 90 | 20 | 9 | Y | <=2% |
| Written Language | 109 | 101 | 8 | 11 | N | <=25% |
| Academic Skills Battery (ASB) | 110 | 89 | 21 | 8 | Y | <=2% |
| Sound-Symbol | 108 | 87 | 21 | 9 | Y | <=5% |
| Decoding | 108 | 82 | 26 | 7 | Y | <=2% |
| Reading Understanding | 110 | 84 | 26 | 10 | Y | <=2% |
| Oral Language | 109 | 99 | 10 | 15 | N | <=25% |
| Oral Fluency | 107 | 105 | 2 | 20 | N | >25% |
| Comprehension | 110 | 96 | 14 | 12 | Y | <=10% |
| Expression | 108 | 95 | 13 | 14 | N | <=15% |
| Orthographic Processing | 108 | 77 | 31 | 13 | Y | <=2% |

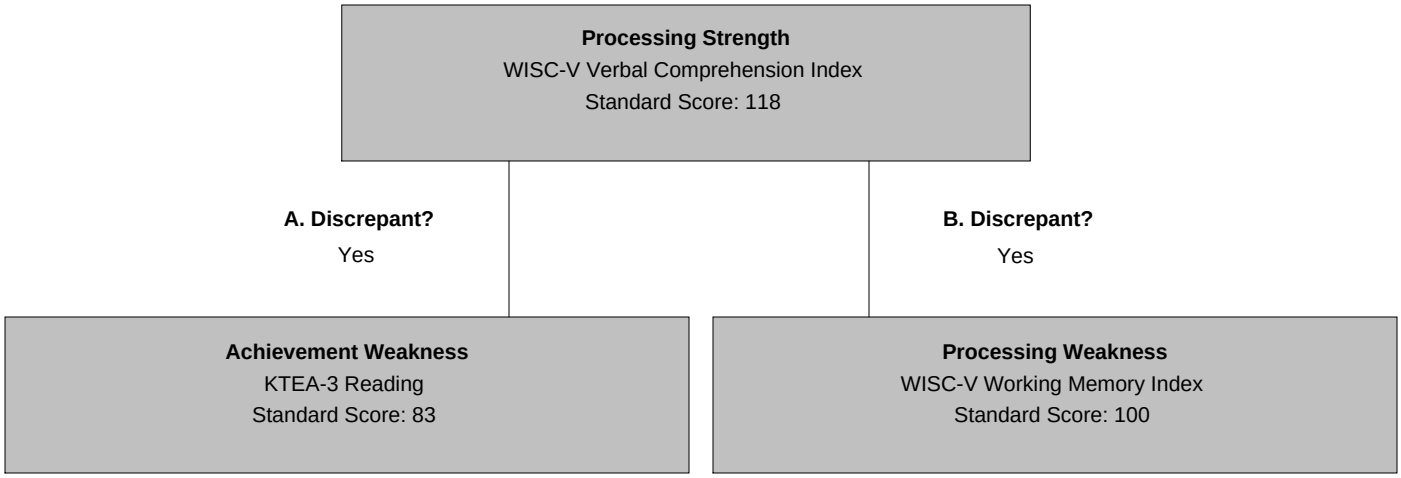
*Note.* Scores are not reported when the achievement score equals or exceeds the ability scores.

## Pattern of Strengths & Weaknesses Analysis

Area of Processing Strength: WISC-V Verbal Comprehension Index: 118
Area of Processing Weakness: WISC-V Working Memory Index: 100
Area of Achievement Weakness: KTEA-3 Reading: 83

| Comparison | Relative Strength Score | Relative Weakness Score | Difference | Critical Value (.01) | Significant Difference Y/N | Supports SLD hypothesis? Yes/No |
|---|---|---|---|---|---|---|
| Processing Strength/ Achievement Weakness | 118 | 83 | 35 | 13 | Y | Yes |
| Processing Strength/ Processing Weakness | 118 | 100 | 18 | 16 | Y | 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.

## Cattell-Horn-Carroll (CHC) Abilities Score Report

| Broad Ability | Narrow Ability | WISC-V Index/Subtest | Scaled/Standard Score | KTEA-3 Composite/Subtest | Standard Score |
|---|---|---|---|---|---|
| ***Gc*** | | Verbal Comprehension Index | - | Oral Language Composite | 99 |
| | | | | Expression Composite | 95 |
| | **Listening Ability (LS) & General Verbal Information (KO)** | Information | - | | |
| | | Comprehension | - | | |
| | | Picture Concepts | - | | |
| | **Listening Ability (LS)** | | | Listening Comprehension | 105 |
| | **Lexical Knowledge (VL)** | Vocabulary | - | | |
| | | Similarities | - | | |
| | **Language Development (LD)** | | | Reading Vocabulary | 84 |
| | **Communication Ability (CM)** | | | Oral Expression | 82 |
| | **Grammatical Sensitivity (MY)** | | | Written Expression | 112 |
| | | | | Oral Expression | 82 |
| ***Gf*** | | Fluid Reasoning Index | - | | |
| | | Quantitative Reasoning Index | - | | |
| | **Induction (I)** | Matrix Reasoning | - | | |
| | | Picture Concepts | - | | |
| | | Similarities | - | | |
| | **Quantitative Reasoning (RQ)** | Figure Weights | - | Math Concepts & Applications | 90 |
| | | Arithmetic | - | | |

| Broad Ability | Narrow Ability | WISC-V Index/Subtest | Scaled/Standard Score | KTEA-3 Composite/Subtest | Standard Score |
|---|---|---|---|---|---|
| ***Ga*** | | | | Sound-Symbol Composite | 87 |
| | **Phonetic Coding (PC)** | | | Nonsense Word Decoding | 86 |
| | | | | Decoding Fluency | - |
| | | | | Phonological Processing | 94 |
| ***Gv*** | | Visual Spatial Index | - | | |
| | **Visualization (Vz)** | Block Design | - | | |
| | | Visual Puzzles | - | | |
| | **Visual Memory (MV)** | Picture Span | - | | |
| ***Gs*** | | Processing Speed Index | - | | |
| | **Rate of Test-Taking (R9)** | Coding | - | | |
| | | Naming Speed Literacy* | - | Object Naming Facility* | 97 |
| | | Naming Speed Quantity* | - | Letter Naming Facility* | 67 |
| | **Perceptual Speed (P)** | Symbol Search | - | | |
| | | Cancellation | - | | |
| | **Number Facility (N)** | | | Math Fluency | 76 |
| ***Gwm*** | | Working Memory Index | - | | |
| | | Auditory Working Memory Index | - | | |
| | **Memory Span (MS)** | Digit Span | - | | |
| | **Working Memory Capacity (MW)** | Digit Span | - | | |
| | | Letter-Number Sequencing | - | | |
| | | Picture Span | - | | |
| | | Arithmetic | - | | |

*Some experts classify RAN-type tasks as *Gs*, others as *Glr*. The report lists them as *Gs*/R9 and *Glr*/NA.

| Broad Ability | Narrow Ability | WISC-V Index/Subtest | Scaled/Standard Score | KTEA-3 Composite/Subtest | Standard Score |
|---|---|---|---|---|---|
| ***Glr*** | | Naming Speed Index | - | | |
| | | Symbol Translation Index | - | | |
| | | Storage and Retrieval Index | - | | |
| | **Ideational Fluency (FI)** | | | Associational Fluency | 112 |
| | **Meaningful Memory (MM)** | | | Listening Comprehension | 105 |
| | **Associative Memory (MA)** | Immediate Symbol Translation | - | | |
| | | Delayed Symbol Translation | - | | |
| | | Recognition Symbol Translation | - | | |
| | **Naming Facility (NA)** | Naming Speed Literacy* | - | Object Naming Facility* | 97 |
| | | Naming Speed Quantity* | - | Letter Naming Facility* | 67 |
| ***Grw*** | | | | Reading Composite | 83 |
| | | | | Written Language Composite | 101 |
| | | | | Decoding Composite | 82 |
| | | | | Reading Understanding Composite | 84 |
| | | | | Reading Fluency Composite | - |
| | **Reading Decoding (RD)** | | | Letter & Word Recognition | 81 |
| | | | | Nonsense Word Decoding | 86 |
| | | | | Decoding Fluency | - |

*Some experts classify RAN-type tasks as *Gs*, others as *Glr*. The report lists them as *Gs*/R9 and *Glr*/NA.

| Broad Ability | Narrow Ability | WISC-V Index/Subtest | Scaled/Standard Score | KTEA-3 Composite/Subtest | Standard Score |
|---|---|---|---|---|---|
| ***Grw*** *(cont.)* | **Reading Comprehension (RC)** | | | Reading Comprehension | 87 |
| | | | | Reading Vocabulary | 84 |
| | **Reading Speed (RS)** | | | Silent Reading Fluency** | 71 |
| | | | | Word Recognition Fluency** | 85 |
| | | | | Decoding Fluency** | - |
| | **Writing Ability (WA)** | | | Written Expression | 112 |
| | **English Usage Knowledge (EU)** | | | Written Expression | 112 |
| | **Spelling Ability (SG)** | | | Spelling | 92 |
| | **Writing Speed (WS)** | | | Writing Fluency | - |
| ***Gq*** | | | | Math Composite | 90 |
| | **Mathematical Knowledge (KM)** | | | Math Concepts & Applications | 90 |
| | **Mathematical Achievement (A3)** | | | Math Concepts & Applications | 90 |
| | | | | Math Computation | 92 |

***Grw/Gs* is how some experts conceptualize the broad ability associated with the actual task; cross-loading is not uncommon due to the nature of many cognitive tasks.

The Cognitive Proficiency Index (CPI) can be thought of as *Gwm/Gs*.

Refer to *Essentials of Cross-Battery Assessment*, Third Edition (Flanagan, Ortiz, & Alfonso, 2013) for more information about using a CHC approach.

The information contained in this report is provided for examiners who use the CHC theory to guide their approach to assessment. These CHC test classifications do not necessarily reflect the views of Pearson, the WISC-V author/development team, or the KTEA-3 authors.

## End of Report