**ACADEMIC ACHIEVEMENT**

The **WIAT-4** was used to obtain information about John’s current skills levels in achievement areas and their relationship to his intellectual abilities. Standardised achievement tests are used to describe selected academic skills, which are considered to be key components in a person’s aptitude for learning school-type tasks.

Comparisons with North American peers of the same age are shown on the graph below. The subtest label indicates what specific aspect of an academic skill was assessed. For example, Word Reading assesses sight word skills. While this is a major component of reading it does not assess every aspect of reading in any educational curriculum.

The tables depict a person’s skills relative to peers the same age and provide a profile of strengths and weaknesses. To consider an individual’s needs a comparison is made between their age-based scores and their ability level.

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| --- | --- | --- |
| **Subtest/Composite** | **Percentile** | **Qualitative Descriptor** |
| Word Reading | {{Word Reading Percentile}} | {{Word Reading Classification}} |
| Orthographic Fluency | {{Orthographic Fluency Percentile}} | {{Orthographic Fluency Classification}} |
| Pseudoword Decoding | {{Pseudoword Decoding Percentile}} | {{Pseudoword Decoding Classification}} |
| Decoding Fluency | {{Decoding Fluency Percentile}} | {{Decoding Fluency Classification}} |
| Reading Comprehension | {{Reading Comprehension Percentile}} | {{Reading Comprehension Classification}} |
| Oral Reading Fluency | {{Oral Reading Fluency Percentile}} | {{Oral Reading Fluency Classification}} |
| Phonemic Proficiency | {{Phonemic Proficiency Percentile}} | {{Phonemic Proficiency Classification}} |
| **Reading Composite** | **{{Reading Percentile}}** | **{{Reading Classification}}** |
| **Basic Reading Composite** | **{{Basic Reading Percentile}}** | **{{Basic Reading Classification}}** |
| **Decoding Composite** | **{{Decoding Percentile}}** | **{{Decoding Classification}}** |
| **Reading Fluency Composite** | **{{Reading Fluency Percentile}}** | **{{Reading Fluency Classification}}** |
| **Dyslexia Index** | **{{Dyslexia Index3 Percentile}}** | **{{Dyslexia Index3 Classification}}** |

***Word Reading*** measures the speed and accuracy of decontextualized word recognition. The individual reads aloud from a list of words that increase in difficulty. John’s ability to read sight words was {{Word Reading Classification}} ({{Word Reading Percentile\*}} percentile). John’s word reading speed was {{Orthographic Fluency Classification}} ({{Orthographic Fluency Percentile\*}} percentile).

***Pseudoword Decoding*** measures the ability to decode nonsense words which requires his to read words that are not real and hence he has to map the sounds onto letter forms to read the word. The individual reads aloud from a list of pseudowords that increase in difficulty. He performed in the {{Pseudoword Decoding Classification}} range ({{Pseudoword Decoding Percentile\*}} percentile). John’s pseudoword decoding speed was {{Decoding Fluency Classification}} ({{Decoding Fluency Percentile\*}}percentile).

***Reading Comprehension*** measures the untimed reading comprehension of various types of text, including fictional stories, informational text, advertisements, and how-to passages. The individual may read passages aloud or silently. After each passage, the individual orally responds to literal and inferential comprehension questions that are read aloud by the examiner. His ability to answer comprehension questions after reading a passage was {{Reading Comprehension Classification}} and at the {{Reading Comprehension Percentile\*}} percentile.

***Oral Reading Fluency*** measures the speed, accuracy, fluency, and prosody of contextualized oral reading. The individual reads passages aloud. After each passage, the individual orally responds to comprehension questions that are read aloud by the examiner. Overall reading fluency was {{Oral Reading Fluency Classification}} and at the {{Oral Reading Fluency Percentile\*}} percentile.

***Phonemic Proficiency***

Overall, reading skills were in the {{Reading Classification}} range.

**Mathematics**

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| --- | --- | --- |
| **Subtest/Composite** | **Percentile** | **Qualitative Descriptor** |
| Math Fluency – Addition | {{Math Fluency–Addition Percentile}} | {{Math Fluency–Addition Classification}} |
| Math Fluency – Subtraction | {{Math Fluency–Subtraction Percentile}} | {{Math Fluency–Subtraction Classification}} |
| Math Fluency – Multiplication | {{Math Fluency–Multiplication Percentile}} | {{Math Fluency–Multiplication Classification}} |
| **Math Fluency Composite** | **{{Math Fluency Percentile}}** | **{{Math Fluency Classification}}** |
| Math Problem Solving | {{Math Problem Solving Percentile}} | {{Math Problem Solving Classification}} |
| Numerical Operations | {{Numerical Operations Percentile}} | {{Numerical Operations Classification}} |
| **Mathematics Composite** | **{{Mathematics Percentile}}** | **{{Mathematics Classification}}** |

***Math Problem Solving*** measures untimed math problem-solving skills in the domains of basic concepts, everyday applications, geometry, and algebra. Many of the problems included visual and/or graphic aids. The individual provides oral and/or pointing responses. John’s ability to complete word problems with a visual aid was {{Math Problem Solving Classification}} and at the {{Math Problem Solving Percentile\*}}percentile.

***Numerical Operations*** measures untimed, written math calculation skills in the domains of basic skills, basic operations with integers, geometry, algebra, and calculus. John’s ability to do various types of math questions with paper and pencil without time limits was in the {{Numerical Operations Classification}} range and at the {{Numerical Operations Percentile\*}}percentile.

***Math Fluency*** measures the speed and accuracy of calculations in addition, subtraction, and multiplication. His ability to do single digit addition, subtraction and multiplication under timed conditions using paper and pencil was in the Unusually Low range and at the {{Math Fluency–Addition Percentile\*}}, {{Math Fluency–Subtraction Percentile\*}}, and {{Math Fluency–Multiplication Percentile\*}} percentiles, respectively. Overall, math fluency was {{Math Fluency Classification}} ({{Math Fluency Percentile\*}} percentile).

Overall, math skills were {{Mathematics Classification}}.

**Written Expression**

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| --- | --- | --- |
| **Subtest/Composite** | **Percentile** | **Qualitative Descriptor** |
| Spelling | {{Spelling Percentile}} | {{Spelling Classification}} |
| Sentence Writing Fluency | {{Sentence Writing Fluency Percentile}} | {{Sentence Writing Fluency Classification}} |
| **Sentence Composition** | **{{Sentence Composition Percentile}}** | **{{Sentence Composition Classification}}** |
| Sentence Building | {{Sentence Building Percentile}} | {{Sentence Building Classification}} |
| Sentence Combining | {{Sentence Combining Percentile}} | {{Sentence Combining Classification}} |
| **Essay Composition** | **{{Essay Composition Percentile}}** | **{{Essay Composition Classification}}** |
| **Written Expression Composite** | **{{Written Expression2 Percentile}}** | **{{Written Expression2 Classification}}** |

***Spelling*** measures written spelling of letter sounds and single words. The individual hears each letter sound within the context of a word and each word within the context of a sentence and they then write the target letter sound or word. On the Spelling subtest, John performed in the {{Spelling Classification}} range at the {{Spelling Percentile\*}} percentile.

***Sentence Writing Fluency***

***Sentence Composition*** consists of two components.

Sentence Building measures sentence formulation skills and written syntactic ability. For each item, the individual is asked to write one sentence that uses a target word with appropriate context. On this task, John

Sentence Combining measures sentence formulation skills and written syntactic maturity. The individual combines two or three sentences into one sentence that preserves the meaning of the original sentences. On this task, John

John’s overall ability to construct sentences under different task demands was in the {{Sentence Composition Classification}} range and at the {{Sentence Composition Percentile\*}}percentile.

***Essay Composition*** measures spontaneous, compositional writing skills within a ten-minute time limit. His Essay Composition performance was in the {{Essay Composition Classification}} range. On this task, John

Overall, Written Expression was in the {{Written Expression2 Classification}} range ({{Written Expression2 Percentile\*}} percentile).

**Oral Language**

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| --- | --- | --- |
| **Subtest/Composite** | **Percentile** | **Qualitative Descriptor** |
| **Listening Comprehension** | **{{Listening Comprehension Percentile}}** | **{{Listening Comprehension Classification}}** |
| Receptive Vocabulary | {{Receptive Vocabulary Percentile}} | {{Receptive Vocabulary Classification}} |
| Oral Discourse Comprehension | {{Oral Discourse Comprehension Percentile}} | {{Oral Discourse Comprehension Classification}} |
| **Oral Expression** | **{{Oral Expression Percentile}}** | **{{Oral Expression Classification}}** |
| Expressive Vocabulary | {{Expressive Vocabulary Percentile}} | {{Expressive Vocabulary Classification}} |
| Oral Word Fluency | {{Oral Word Fluency Percentile}} | {{Oral Word Fluency Classification}} |
| Sentence Repetition | {{Sentence Repetition Percentile}} | {{Sentence Repetition Classification}} |
| **Oral Language Composite** | **{{Oral Language Percentile}}** | **{{Oral Language Classification}}** |

***Listening Comprehension*** is composed of two components.

The Receptive Vocabulary component measures listening vocabulary. The individual points to a picture that best illustrates the meaning of each word they hear. John’s ability to select a picture from four choices corresponding to a word orally presented by the examiner was in the {{Receptive Vocabulary Classification}} range ({{Receptive Vocabulary Percentile\*}} percentile).

The Oral Discourse Comprehension component measures the ability to make inferences about, and remember details from, oral sentences and discourse. The individual listens to sentences and passages and orally responds to comprehension questions. His ability to answer questions immediately after listening to a text was {{Oral Discourse Comprehension Classification}} and at the {{Oral Discourse Comprehension Percentile\*}} percentile.

***Oral Expression*** is composed of three components.

Expressive Vocabulary measures speaking vocabulary and word retrieval ability. The individual says the word that best corresponds to a given picture and definition. His ability to generate words corresponding to pictures shown to his was in the {{Expressive Vocabulary Classification}} range at the {{Expressive Vocabulary Percentile\*}} percentile.

Oral Word Fluency measures the efficiency of word retrieval and flexibility of thought processes. The individual names as many things as possible belonging to a given category (i.e., animals, colors) within 60 seconds. His ability to generate as many names of things (e.g., animals) under timed conditions was {{Oral Word Fluency Classification}} ({{Oral Word Fluency Percentile\*}} percentile).

Sentence Repetition measures oral syntactic knowledge and short-term memory. The individual listens to sentences that increase in length and complexity and repeats each sentence verbatim. His ability to repeat sentences of increasingly longer length back to the examiner immediately after hearing them was in the {{Sentence Repetition Classification}} range ({{Sentence Repetition Percentile\*}} percentile).

Overall, Oral Language was {{Oral Language Classification}} and at the {{Oral Language Percentile\*}} percentile.

**Summary of Academic Functioning**

Total achievement was {{Total Achievement2 Classification}} and at the {{Total Achievement2 Percentile\*}} percentile. Overall, John’s achievement skills were