



WIAT®-III  
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:



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[ 1.1 / RE1 / QG1 ]

**WIAT-III**

**Age Based Scores**

**Subtest Score Summary**

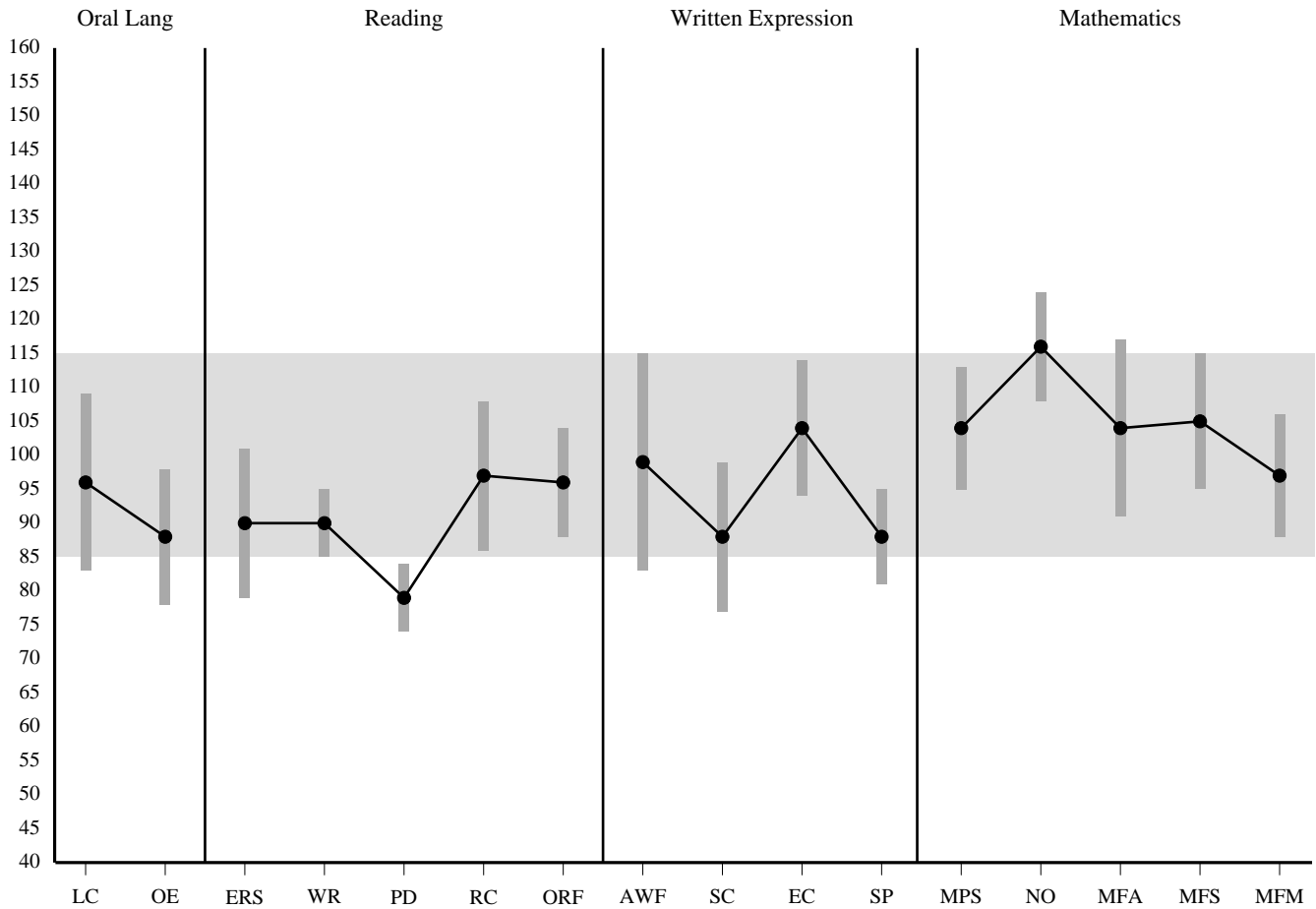
Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Listening Comprehension	-	96	83-109	39	44	4	2.8	8:0	492
Early Reading Skills	32	90	79-101	25	36	4	1.7	7:0	482
Reading Comprehension	28 <sup>1</sup>	97	86-108	42	46	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 <sup>1,2</sup>	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).

<sup>1</sup> Indicates a raw score that is converted to a weighted raw score (not shown).

<sup>2</sup> 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

<b>Word Reading Speed</b>	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.
<b>Pseudoword Decoding Speed</b>	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.

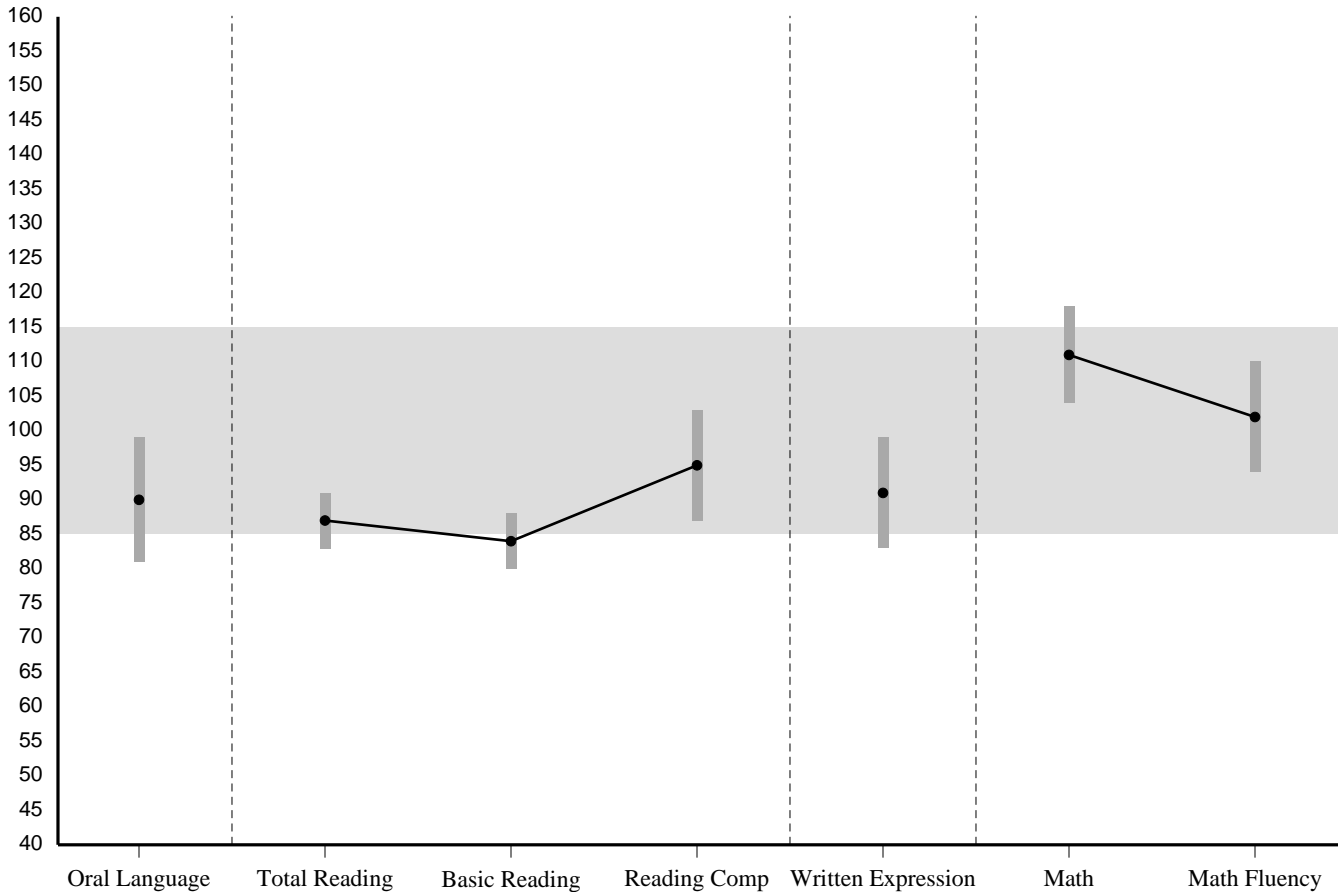
### Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
<b>Listening Comprehension</b>						
Receptive Vocabulary	9	94	34	42	4	Average
Oral Discourse Comprehension	13	99	47	49	5	Average
<b>Sentence Composition</b>						
Sentence Combining	6	89	23	35	4	Average
Sentence Building	11	89	23	35	4	Average
<b>Essay Composition</b>						
Word Count	79	111	77	65	7	Average
Theme Development and Text Organization	4	95	37	43	4	Average
<b>Oral Expression</b>						
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%

<b>Comparison</b>	<b>Difference</b>	<b>Critical Value (Significance Level .01)</b>	<b>Significant Difference Y/N</b>	<b>Base Rate</b>
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%

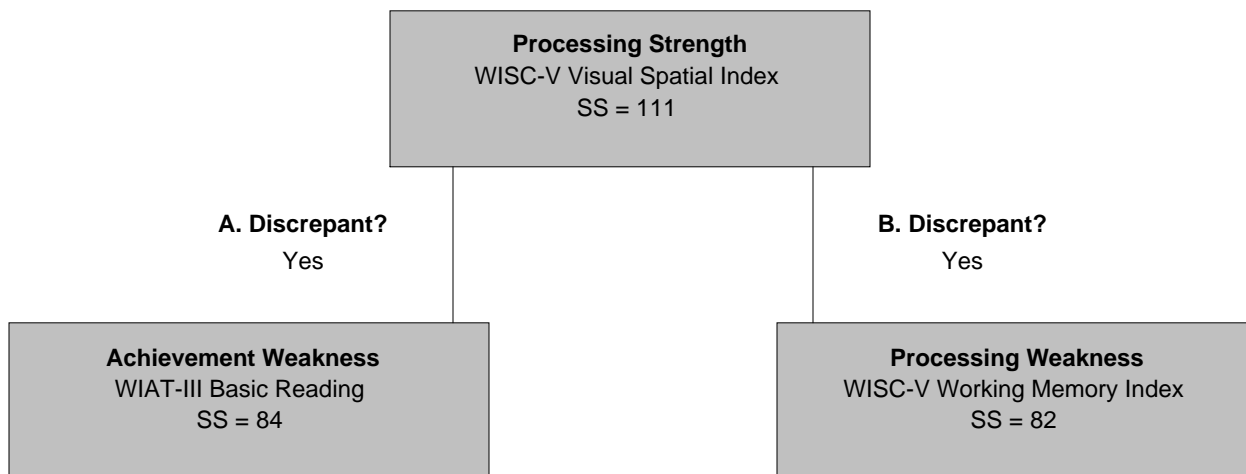
**Note.** A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.

### 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
<b>A</b> Processing Strength/Achievement Weakness	111	84	27	12.00	Y	Yes
<b>B</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



**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
<b>WIAT-III Subtest</b>							
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
<b>WIAT-III Composite</b>							
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**