KTEA™-3

Kaufman Test of Educational Achievement, Third Edition

Standard Report

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Name:	Sample Examinee	Test Date:	03/12/2013
Examinee ID:	8469	Form:	A
Birth Date:	08/02/2003	Examiner Name:	Sample Examiner
Age:	9:7	Testing Site:	Sample Testing Site
Gender:	Female	Current Grade (or Highest Grade Completed):	4
Reason for Referral:	Reading difficulty	Medication:	N/A

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[1.9 / RE1 / QG1]

Core Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	90% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	
Core Composites								
Academic Skills Battery (ASB) Composite	-	541	87	84 - 90	19	Below average	-	-
Math Concepts & Applications	47	-	92	87 - 97	30	Average	8:10	-
Letter & Word Recognition	52	-	88	84 - 92	21	Below average	8:4	-
Written Expression	52[1]	-	90	81 - 99	25	Average	8:1	-
Math Computation	36	-	95	88 - 102	37	Average	8:10	-
Spelling	32	-	84	81 - 87	14	Below average	7:10	-
Reading Comprehension	11[1]	-	92	85 - 99	30	Average	8:7	-
Reading Composite	-	180	88	84 - 92	21	Below average	-	-
Letter & Word Recognition	52	-	88	84 - 92	21	Below average	8:4	-
Reading Comprehension	11[1]	-	92	85 - 99	30	Average	8:7	-
Math Composite	-	187	92	88 - 96	30	Average	-	-
Math Concepts & Applications	47	-	92	87 - 97	30	Average	8:10	-
Math Computation	36	-	95	88 - 102	37	Average	8:10	-
Written Language Composite	-	174	86	81 - 91	18	Below average	-	-
Written Expression	52[1]	-	90	81 - 99	25	Average	8:1	-
Spelling	32	-	84	81 - 87	14	Below average	7:10	-

[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.

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Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	90% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	
Supplemental Composites								
Sound-Symbol Composite	-	169	82	77 - 87	12	Below average	-	-
Phonological Processing	36	-	94	87 - 101	34	Average	8:1	-
Nonsense Word Decoding	6	-	75	70 - 80	5	Low	6:1	-
Decoding Composite	-	163	80	77 - 83	9	Below average	-	-
Letter & Word Recognition	52	-	88	84 - 92	21	Below average	8:4	-
Nonsense Word Decoding	6	-	75	70 - 80	5	Low	6:1	-
Reading Fluency Composite	-	257	83	76 - 90	13	Below average	-	-
Silent Reading Fluency	23	-	94	85 - 103	34	Average	8:7	-
Word Recognition Fluency	23[1]	-	84	73 - 95	14	Below average	7:4	-
Decoding Fluency	10	-	79	68 - 90	8	Low	<8:1	-
Reading Understanding Composite	-	178	87	82 - 92	19	Below average	-	-
Reading Comprehension	11[1]	-	92	85 - 99	30	Average	8:7	-
Reading Vocabulary	18	-	86	80 - 92	18	Below average	7:10	-
Oral Language Composite	-	303	101	92 - 110	53	Average	-	-
Associational Fluency	34	-	110	95 - 125	75	Above average	12:6	-
Listening Comprehension	18[1]	-	108	99 - 117	70	Average	10:6	-
Oral Expression	27[1]	-	85	75 - 95	16	Below average	6:10	-
Oral Fluency Composite	-	209	105	93 - 117	63	Average	-	-
Associational Fluency	34	-	110	95 - 125	75	Above average	12:6	-
Object Naming Facility	55	-	99	87 - 111	47	Average	9:4	-
Comprehension Composite	-	200	100	94 - 106	50	Average	-	-
Reading Comprehension	11[1]	-	92	85 - 99	30	Average	8:7	-
Listening Comprehension	18[1]	-	108	99 - 117	70	Average	10:6	-
Expression Composite	-	175	85	77 - 93	16	Below average	-	-
Written Expression	52[1]	-	90	81 - 99	25	Average	8:1	-
Oral Expression	27[1]	-	85	75 - 95	16	Below average	6:10	-
Orthographic Processing Composite	-	272	87	79 - 95	19	Below average	-	-
Spelling	32	-	84	81 - 87	14	Below average	7:10	-
Letter Naming Facility	65	-	104	87 - 121	61	Average	10:2	-
Word Recognition Fluency	23[1]	-	84	73 - 95	14	Below average	7:4	-
Academic Fluency Composite	-	253	79	72 - 86	8	Low	-	-
Writing Fluency	14	-	79	67 - 91	8	Low	7:1	-
Math Fluency	18	-	95	86 - 104	37	Average	8:10	-
Decoding Fluency	10	-	79	68 - 90	8	Low	<8:1	-

[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.

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Dyslexia Index Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	90% Confidence Interval	Percentile Rank
Dyslexia Index: Grades 2-12+	-	243	79	75 - 83	8
Nonsense Word Decoding	6	-	75	70 - 80	5
Spelling	32	-	84	81 - 87	14
Word Recognition Fluency	23[1]	-	84	73 - 95	14

[1] Indicates a raw score that is converted to a weighted raw score (not shown).

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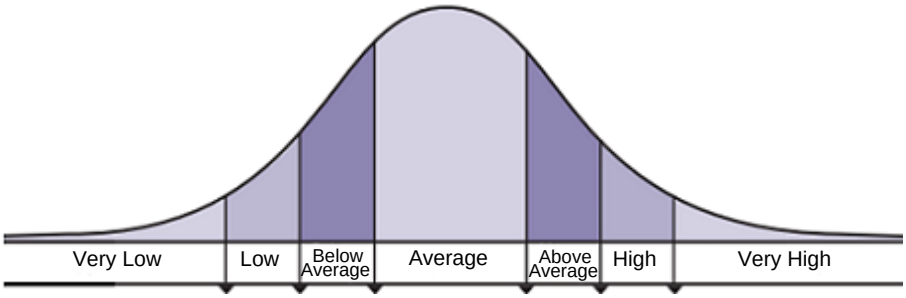
Core Composite Score Summary Profile



	Score	Confidence Interval
Academic Skills Battery (ASB) Composite	87	84 - 90
Math Concepts & Applications	92	87 - 97
Letter & Word Recognition	88	84 - 92
Written Expression	90	81 - 99
Math Computation	95	88 - 102
Spelling	84	81 - 87
Reading Comprehension	92	85 - 99
Reading Composite	88	84 - 92
Letter & Word Recognition	88	84 - 92
Reading Comprehension	92	85 - 99
Math Composite	92	88 - 96
Math Concepts & Applications	92	87 - 97
Math Computation	95	88 - 102
Written Language Composite	86	81 - 91
Written Expression	90	81 - 99
Spelling	84	81 - 87

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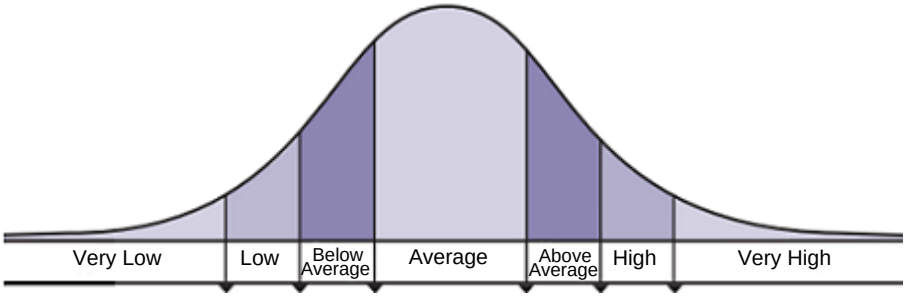
Supplemental Composite Score Summary Profile



	Score	Confidence Interval
Sound-Symbol Composite	82	77 - 87
Phonological Processing	94	87 - 101
Nonsense Word Decoding	75	70 - 80
Decoding Composite	80	77 - 83
Letter & Word Recognition	88	84 - 92
Nonsense Word Decoding	75	70 - 80
Reading Fluency Composite	83	76 - 90
Silent Reading Fluency	94	85 - 103
Word Recognition Fluency	84	73 - 95
Decoding Fluency	79	68 - 90
Reading Understanding Composite	87	82 - 92
Reading Comprehension	92	85 - 99
Reading Vocabulary	86	80 - 92
Oral Language Composite	101	92 - 110
Associational Fluency	110	95 - 125
Listening Comprehension	108	99 - 117
Oral Expression	85	75 - 95

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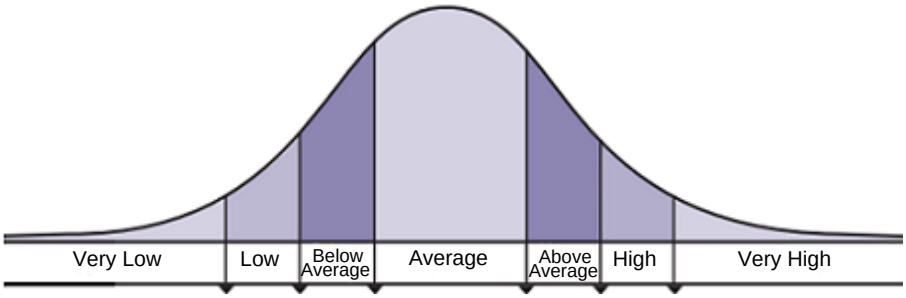
Supplemental Composite Score Summary Profile Continued



	Score	Confidence Interval
Oral Fluency Composite	105	93 - 117
Associational Fluency	110	95 - 125
Object Naming Facility	99	87 - 111
Comprehension Composite	100	94 - 106
Reading Comprehension	92	85 - 99
Listening Comprehension	108	99 - 117
Expression Composite	85	77 - 93
Written Expression	90	81 - 99
Oral Expression	85	75 - 95
Orthographic Processing Composite	87	79 - 95
Spelling	84	81 - 87
Letter Naming Facility	104	87 - 121
Word Recognition Fluency	84	73 - 95
Academic Fluency Composite	79	72 - 86
Writing Fluency	79	67 - 91
Math Fluency	95	86 - 104
Decoding Fluency	79	68 - 90

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ASB Composite and Subtest Standard Score Differences

Comparison	Difference	Critical Value (.05)	Significant Difference	Base Rate
Academic Skills Battery vs. Phonological Processing	-7	9	No	>15%
Academic Skills Battery vs. Math Concepts & Applications	-5	6	No	>15%
Academic Skills Battery vs. Letter & Word Recognition	-1	5	No	>15%
Academic Skills Battery vs. Math Computation	-8	7	Yes	>15%
Academic Skills Battery vs. Nonsense Word Decoding	12	7	Yes	>15%
Academic Skills Battery vs. Writing Fluency	8	14	No	>15%
Academic Skills Battery vs. Silent Reading Fluency	-7	13	No	>15%
Academic Skills Battery vs. Math Fluency	-8	12	No	>15%
Academic Skills Battery vs. Reading Comprehension	-5	8	No	>15%
Academic Skills Battery vs. Written Expression	-3	9	No	>15%
Academic Skills Battery vs. Associational Fluency	-23	18	Yes	<=15%
Academic Skills Battery vs. Spelling	3	6	No	>15%
Academic Skills Battery vs. Object Naming Facility	-12	15	No	>15%
Academic Skills Battery vs. Reading Vocabulary	1	9	No	>15%
Academic Skills Battery vs. Letter Naming Facility	-17	20	No	>15%
Academic Skills Battery vs. Listening Comprehension	-21	12	Yes	<=15%
Academic Skills Battery vs. Word Recognition Fluency	3	13	No	>15%
Academic Skills Battery vs. Oral Expression	2	13	No	>15%
Academic Skills Battery vs. Decoding Fluency	8	13	No	>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.

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Composite Standard Score Differences

Comparison	Difference	Critical Value (.05)	Significant Difference	Base Rate
Written Language vs. Oral Language	-15	12	Yes	>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.

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Subtest Standard Score Differences

Comparison	Difference	Critical Value (.05)	Significant Difference	Base Rate
Reading Comprehension vs. Listening Comprehension	-16	15	Yes	>15%
Written Expression vs. Oral Expression	5	16	No	>15%

Note. A negative difference indicates that the second subtest has a higher score than the first subtest listed in the comparison. Base rates are not reported when the difference between scores is zero.

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Error Analysis Narrative

Allie'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 Allie 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, Allie's performance in each error category could be rated as strong, average, or weak. The diagnostic information obtained from Allie'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.

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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	10	0-2	1	A
Rhyming	8	0-1	1	A
Sound Matching	6	0-1	0	A
Deleting	11	2-4	5	W
Segmenting	15	2-4	7	W

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Error Analysis Teaching Objectives & Interventions

Phonological Processing

Teaching Objectives

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.

Segmenting
When a stimulus word is pronounced by the teacher, the student will reproduce the word as a series of separate sub-word sound units with no more than ___ errors per ___ stimulus words.

Interventions

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/.

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*.

Segmenting
All Ages
I'm Thinking Game - Ask the student to say a word based on a clue and the number of parts of the word. For example, "I'm thinking of an animal whose name has two parts. What is it?" Possible answers: *pan/da, ze/bra, li/on*.

Let's Build a Sandwich Game - Prompt the student to name the objects needed to make a sandwich, sound by sound. For example, "Say *mustard* one sound at a time." Answer: /m/ /u/ /s/ /t/ /er/ /d/.

Mystery Bag - Make a mystery bag, and put several items in it (e.g., black pen, green notebook, crayon, etc.).
Ask the student to say the words one part (syllable or sound/phoneme, as appropriate) at a time.
Ask the student to select objects from the bag and identify sounds that are consonant blends in the objects' names or in words that describe the objects.

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Qualitative Observations

Qualitative observations are used to develop, confirm, or refute hypotheses about areas of processing weakness, which may help explain why an examinee is having academic difficulties. Cognitive processing weaknesses suggested by these qualitative observations are summarized in the following chart.

Areas of Cognitive Processing

Domain	Graphomotor	Visual Processing	Phonological Processing	Orthographic Processing	Language	Executive Functioning	Processing Speed	RAN & Long-term Memory	Working Memory
General Observations									
Oral Expression									
Listening Comprehension									
Written Expression									
Basic Reading			X	X	X			X	X
Reading Fluency		X			X		X	X	X
Reading Comprehension					X	X			X
Mathematics Calculation									
Mathematics Problem Solving									

An "X" indicates that one or more qualitative observations suggested a possible area of processing weakness in a particular domain. A shaded box indicates that no qualitative observations were applicable to a particular area/domain.

Cross-validate the information suggested by qualitative observation data with other sources of assessment data, including KTEA-3 scores, error analysis data, and tests of cognitive processing.

Consider performance on the KTEA-3 Phonological Processing subtest to cross-validate a possible weakness in phonological processing.

Consider performance on the KTEA-3 Oral Fluency composite (Associational Fluency and Object Naming Facility subtests) or the Letter Naming Facility subtest to cross-validate a possible weakness in rapid automatic naming (RAN).

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End of Report

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