WIAT®-4

Wechsler Individual Achievement Test® (4th ed.)

Score Report

Name:	Sample Student	Test date:	08/08/2020
Examinee ID:	497294572	Report date:	08/08/2020
Birth date:	12/02/2008	Age at testing:	11:8
Gender:	Male	Grade:	6
Race/ethnicity:	Multiracial	Semester:	Fall (August-November)
Handedness:	Right	Is this a retest?	No
Home language:	English	Examiner name:	Examiner, Jane

Reason for Referral: This is the reason for referral text.

SAMPLE REPORT

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[1.12 / RE1 / QG1]

Core Composite Score Summary

Composite/Subtest	Raw score[1]	Standard score	90% Confidence interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Total Achievement	614	102	98 - 106	55	Average	-	-	-
Word Reading	55	71	68 - 74	3	Very low	7:2	1.7	466
Reading Comprehension	27[2]	98	89 - 107	45	Average	10:6	5.3	503
Spelling	48	133	128 - 138	99	Extremely high	17:0-19:11	12.5	571
Essay Composition[3]	-	94	84 - 104	34	Average	10:6	5.1	538
Math Problem Solving	45	91	84 - 98	27	Average	10:2	4.7	516
Numerical Operations	41	127	120 - 134	96	Very high	>19:11	11.9	552
Reading	169	82	76 - 88	12	Low average	-	-	-
Word Reading	55	71	68 - 74	3	Very low	7:2	1.7	466
Reading Comprehension	27[2]	98	89 - 107	45	Average	10:6	5.3	503
Written Expression	325	110	104 - 116	75	High average	-	-	-
Spelling	48	133	128 - 138	99	Extremely high	17:0-19:11	12.5	571
Sentence Composition	*	98	90 - 106	45	Average	11:2	5.9	-
Essay Composition[3]	-	94	84 - 104	34	Average	10:6	5.1	538
Mathematics	218	110	105 - 115	75	High average	-	-	-
Math Problem Solving	45	91	84 - 98	27	Average	10:2	4.7	516
Numerical Operations	41	127	120 - 134	96	Very high	>19:11	11.9	552

* Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).
[1] For composites, Raw score refers to Sum of Subtest Standard Scores.
[2] Indicates a raw score that is converted to a weighted raw score (not shown).
[3] Essay Composition was scored using Pearson's Intelligent Essay Assessor™ (IEA).

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Supplemental Composite Score Summary

Composite/Subtest	Raw score [1]	Standard score	90% Confidence interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Basic Reading	263	85	82 - 88	16	Low average	-	-	-
Pseudoword Decoding	45	121	116 - 126	92	Very high	>19:11	12.9	542
Phonemic Proficiency	26	71	65 - 77	3	Very low	6:2	K.7	486
Word Reading	55	71	68 - 74	3	Very low	7:2	1.7	466
Decoding	192	95	92 - 98	37	Average	-	-	-
Pseudoword Decoding	45	121	116 - 126	92	Very high	>19:11	12.9	542
Word Reading	55	71	68 - 74	3	Very low	7:2	1.7	466
Reading Fluency	333	112	107 - 117	79	High average	-	-	-
Oral Reading Fluency	12[2]	53	46 - 60	0.1	Extremely low	6:6	1.1	460
Orthographic Fluency	88[2]	146	137 - 155	99.9	Extremely high	>19:11	>12.9	577
Decoding Fluency	68	134	125 - 143	99	Extremely high	>19:11	>12.9	598
Math Fluency	327	110	105 - 115	75	High average	-	-	-
Math Fluency–Addition	32	101	92 - 110	53	Average	11:6	6.5	627
Math Fluency–Subtraction	35	113	104 - 122	81	High average	17:0-19:11	11.6	738
Math Fluency–Multiplication	31	113	105 - 121	81	High average	>19:11	12.9	747
Oral Language	259	134	127 - 141	99	Extremely high	-	-	-
Listening Comprehension	*	125	116 - 134	95	Very high	18:0	11.6	-
Oral Expression	*	134	125 - 143	99	Extremely high	16:9	10.6	-
Phonological Processing	192	94	90 - 98	34	Average	-	-	-
Pseudoword Decoding	45	121	116 - 126	92	Very high	>19:11	12.9	542
Phonemic Proficiency	26	71	65 - 77	3	Very low	6:2	K.7	486
Orthographic Processing	279	143	138 - 148	99.8	Extremely high	-	-	-
Orthographic Fluency	88[2]	146	137 - 155	99.9	Extremely high	>19:11	>12.9	577
Spelling	48	133	128 - 138	99	Extremely high	17:0-19:11	12.5	571
Dyslexia Index	338	115	111 - 119	84	High average	-	-	-
Word Reading	55	71	68 - 74	3	Very low	7:2	1.7	466
Pseudoword Decoding	45	121	116 - 126	92	Very high	>19:11	12.9	542
Orthographic Fluency	88[2]	146	137 - 155	99.9	Extremely high	>19:11	>12.9	577

* Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).
[1] For composites, Raw score refers to Sum of Subtest Standard Scores.
[2] Indicates a raw score that is converted to a weighted raw score (not shown).

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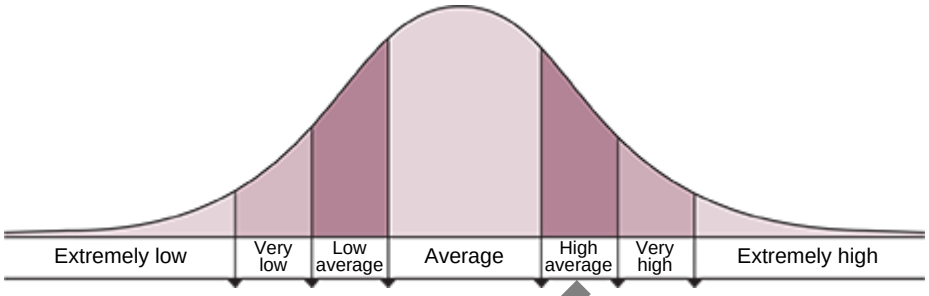
Core Composite Score Summary Profile



	Score	Confidence Interval
Total Achievement Composite	102	98 - 106
Word Reading	71	68 - 74
Reading Comprehension	98	89 - 107
Spelling	133	128 - 138
Essay Composition	94	84 - 104
Math Problem Solving	91	84 - 98
Numerical Operations	127	120 - 134
Reading Composite	82	76 - 88
Word Reading	71	68 - 74
Reading Comprehension	98	89 - 107
Written Expression Composite	110	104 - 116
Spelling	133	128 - 138
Sentence Composition	98	90 - 106
Essay Composition	94	84 - 104
Mathematics Composite	110	105 - 115
Math Problem Solving	91	84 - 98
Numerical Operations	127	120 - 134

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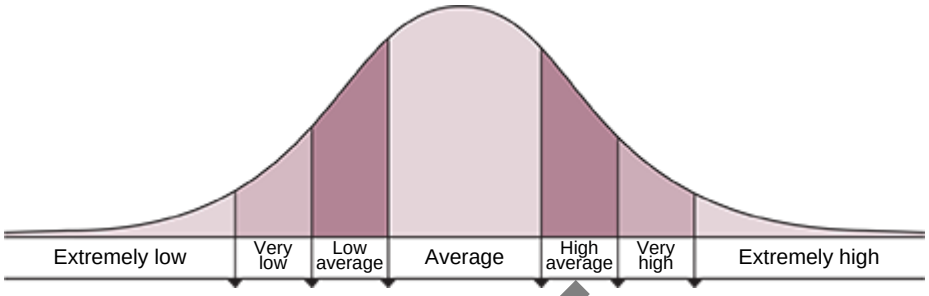
Supplemental Composite Score Summary Profile



	Score	Confidence Interval
Basic Reading Composite	85	82 - 88
Pseudoword Decoding	121	116 - 126
Phonemic Proficiency	71	65 - 77
Word Reading	71	68 - 74
Decoding Composite	95	92 - 98
Pseudoword Decoding	121	116 - 126
Word Reading	71	68 - 74
Reading Fluency Composite	112	107 - 117
Oral Reading Fluency	53	46 - 60
Orthographic Fluency	146	137 - 155
Decoding Fluency	134	125 - 143
Math Fluency Composite	110	105 - 115
Math Fluency—Addition	101	92 - 110
Math Fluency—Subtraction	113	104 - 122
Math Fluency—Multiplication	113	105 - 121

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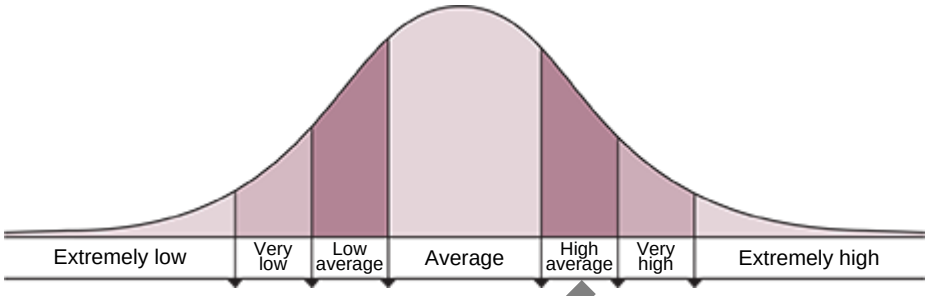
Supplemental Composite Score Summary Profile (Continued)



	Score	Confidence Interval
Oral Language Composite	134	127 - 141
Listening Comprehension	125	116 - 134
Oral Expression	134	125 - 143
Phonological Processing Composite	94	90 - 98
Pseudoword Decoding	121	116 - 126
Phonemic Proficiency	71	65 - 77
Orthographic Processing Composite	143	138 - 148
Orthographic Fluency	146	137 - 155
Spelling	133	128 - 138
Dyslexia Index Composite	115	111 - 119
Word Reading	71	68 - 74
Pseudoword Decoding	121	116 - 126
Orthographic Fluency	146	137 - 155

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Base Rates

Oral Reading Accuracy	The number of errors made by the examinee on the Oral Reading Fluency passages was unusually high compared to individuals in the normative sample who took the same item set: <=2% of the sample had the same number of errors or more, and at least 98% of the sample made fewer errors.
Oral Reading Rate	The examinee's reading rate on the Oral Reading Fluency passages was unusually slow compared to individuals in the normative sample who took the same item set: <=2% of the sample had the same or slower reading rate, and at least 98% of the sample had a faster reading rate.

Subtest Component Score Summary

Subtest/Component	Raw score[1]	Standard score	90% Confidence interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Listening Comprehension	242	125	116 - 134	95	Very high	18:0	11.6	-
Receptive Vocabulary	18	134	123 - 145	99	Extremely high	>19:11	>12.9	541
Oral Discourse Comprehension	19	108	98 - 118	70	Average	16:0	10.2	516
Sentence Composition	198	98	90 - 106	45	Average	11:2	5.9	-
Sentence Building	31	97	87 - 107	42	Average	10:10	5.4	503
Sentence Combining	25	101	91 - 111	53	Average	11:6	6.4	507
Oral Expression	375	134	125 - 143	99	Extremely high	16:9	10.6	-
Expressive Vocabulary	11	101	89 - 113	53	Average	11:10	6.5	515
Oral Word Fluency	258	160	147 - 173	>99.9	Extremely high	>19:11	>12.9	717
Sentence Repetition	23	114	104 - 124	82	High average	17:0-19:11	12.3	525

[1] Subtest raw score refers to sum of subtest component scores.

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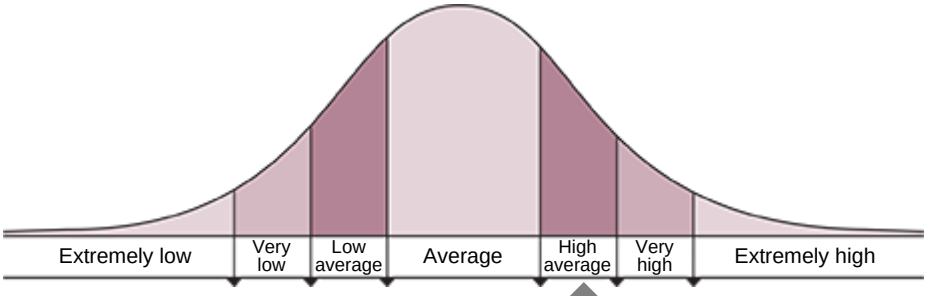
Subtest Component Score Summary Profile



	40 50 60 70 80 90 100 110 120 130 140 150 160	Score	Confidence Interval
Listening Comprehension		125	116 - 134
Receptive Vocabulary		134	123 - 145
Oral Discourse Comprehension		108	98 - 118
Sentence Comprehension		98	90 - 106
Sentence Building		97	87 - 107
Sentence Combining		101	91 - 111
Oral Expression		134	125 - 143
Expressive Vocabulary		101	89 - 113
Oral Word Fluency		160	147 - 173
Sentence Repetition		114	104 - 124

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QUALITATIVE OBSERVATIONS SUMMARY

Oral Reading Fluency: Prosody Scale

Category	Rating			
Stress and intonation **3: At least half** of the time, the reading sounds like natural language with only a few parts read without correct tone and emphasis to match the meaning of the text. Reading volume is appropriate throughout the text.	1	2	**3**	4
Pacing and smoothness **4:** The reader consistently reads smoothly **almost all** of the time. Single-word difficulties are resolved quickly through self-correction. There are very few or no extended pauses, hesitations, false starts, repetitions, and/or multiple attempts; and any do not distract from the overall flow.	1	2	3	**4**
Appropriate pausing **2: Less than half** of the time, the reader uses appropriate pausing to reflect the punctuation and structure of the text.	1	**2**	3	4
Phrasing **3:** Phrased reading is used for **at least half** of the passage. The reader reads in three- or four-word phrase groups with a few smaller groups possible.	1	2	**3**	4

Essay Composition: Content and Organization Qualitative Analysis

Element	Included	Not included
Introduction: Includes thesis statement	X	
Introduction: Summarizes reasons		X
Body: Includes reason 1		X
Body: Includes reason 2	X	
Body: Includes reason 3	X	
Body: Supports each reason with facts or details		X
Body: Uses transition/linking words to create cohesion (e.g., because, for example)	X	
Conclusion: Restates thesis statement	X	
Conclusion: Restates reasons	X	
Uses paragraph structure	X	

End of Report

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