



## WPPSI™-IV/WIAT®-III

Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition

Wechsler Individual Achievement Test®-Third Edition

### Combination Report

|                   |                      |                |                  |         |    |
|-------------------|----------------------|----------------|------------------|---------|----|
| Examinee Name     | Sample Report        | Date of Report | 02/18/2013       |         |    |
| Examinee ID       | 22222                | Grade          | Kindergarten     |         |    |
| Date of Birth     | 08/29/2006           | Home Language  | English          |         |    |
| Gender            | Male                 | Handedness     | Left             |         |    |
| Race/Ethnicity    | White                | Examiner Name  | Examiner, Sample |         |    |
| Test Administered | WPPSI-IV, 08/29/2012 | Age at Testing | 6 years 0 months | Retest? | No |
|                   | WIAT-III, 09/05/2012 |                | 6 years 0 months |         | No |

WPPSI-IV Comments:

WIAT-III Comments:



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[ 1.0 / RE1 / QG1 ]

## WPPSI-IV RESULTS

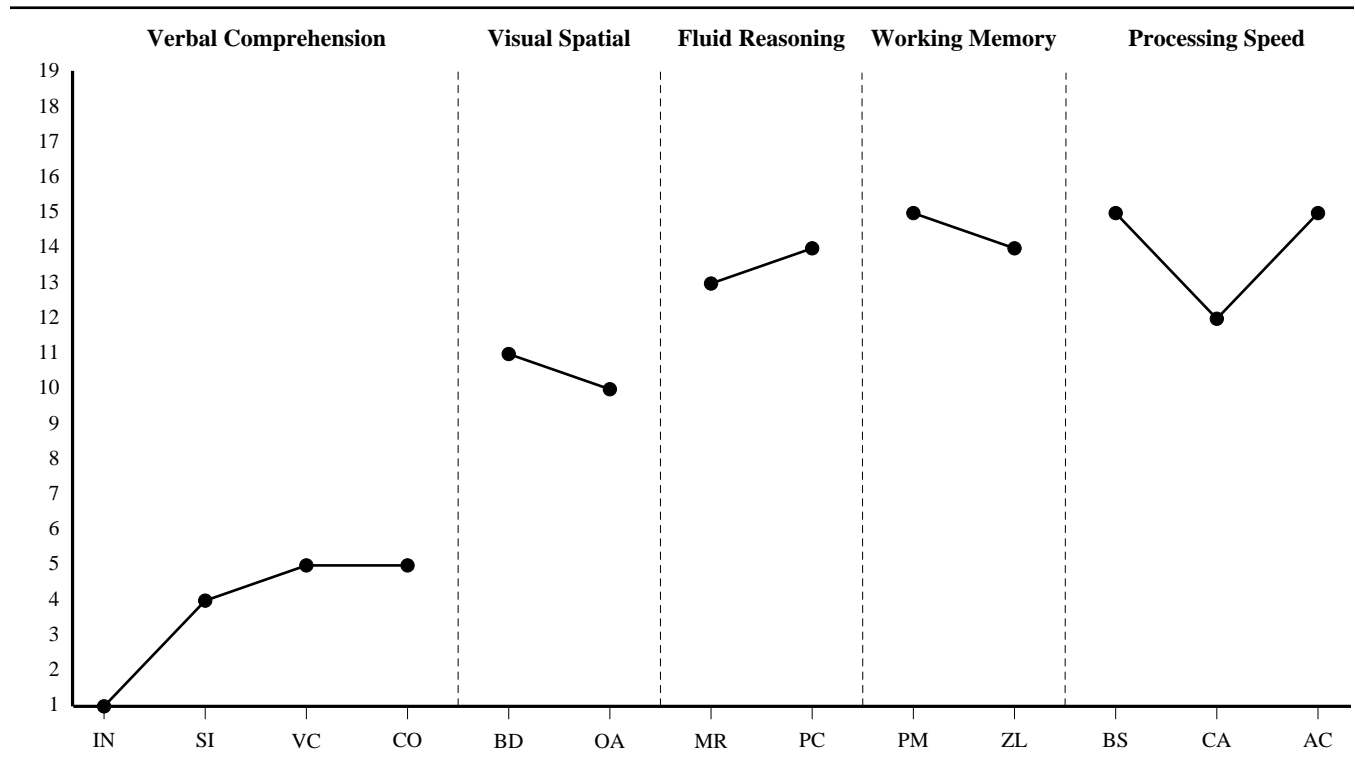
### PRIMARY SUMMARY

#### Scaled Score Summary

| Subtest Name            |    | Total Raw Score | Scaled Score | Percentile Rank | Age Equivalent | SEM  |
|-------------------------|----|-----------------|--------------|-----------------|----------------|------|
| <b>Information</b>      | IN | 10              | 1            | 0.1             | 3:1            | 1.04 |
| <b>Similarities</b>     | SI | 10              | 4            | 2               | <4:0           | 0.85 |
| (Vocabulary)            | VC | 10              | 5            | 5               | <4:0           | 1.04 |
| (Comprehension)         | CO | 10              | 5            | 5               | 4:4            | 1.04 |
| <b>Block Design</b>     | BD | 24              | 11           | 63              | 6:8            | 1.20 |
| Object Assembly         | OA | 28              | 10           | 50              | 6:0            | 1.41 |
| <b>Matrix Reasoning</b> | MR | 20              | 13           | 84              | >7:7           | 0.99 |
| Picture Concepts        | PC | 20              | 14           | 91              | >7:7           | 1.20 |
| <b>Picture Memory</b>   | PM | 24              | 15           | 95              | >7:7           | 0.85 |
| Zoo Locations           | ZL | 14              | 14           | 91              | >7:7           | 1.12 |
| <b>Bug Search</b>       | BS | 50              | 15           | 95              | >7:7           | 1.31 |
| Cancellation            | CA | 48              | 12           | 75              | 7:5            | 1.41 |
| (Animal Coding)         | AC | 50              | 15           | 95              | >7:7           | 1.41 |

Subtests used to derive the FSIQ are bolded. Subtests not typically core for any composite score are in parentheses.

#### Subtest Scaled Score Profile



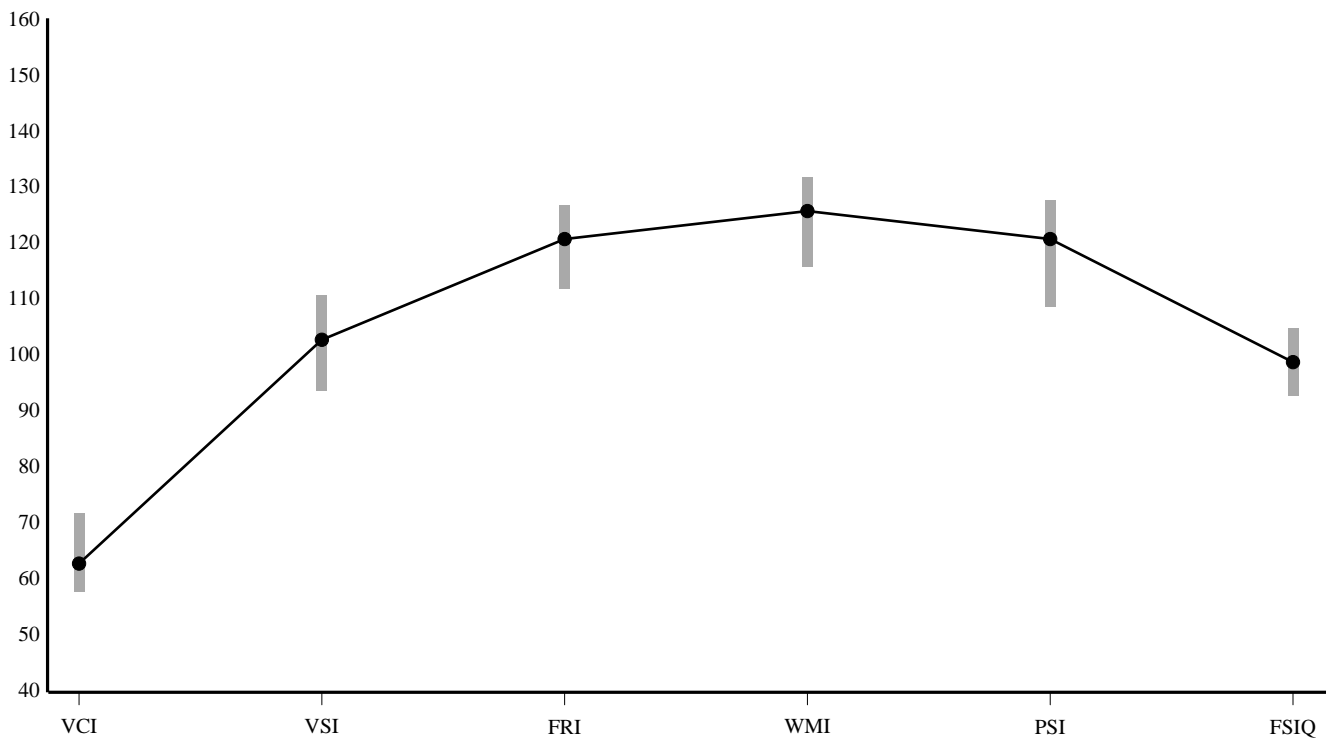
## PRIMARY SUMMARY (CONTINUED)

### Composite Score Summary

| Composite            |      | Sum of Scaled Scores | Composite Score | Percentile Rank | 95% Confidence Interval | Qualitative Description | SEM  |
|----------------------|------|----------------------|-----------------|-----------------|-------------------------|-------------------------|------|
| Verbal Comprehension | VCI  | 5                    | 63              | 1               | 58-72                   | Extremely Low           | 3.67 |
| Visual Spatial       | VSI  | 21                   | 103             | 58              | 94-111                  | Average                 | 5.41 |
| Fluid Reasoning      | FRI  | 27                   | 121             | 92              | 112-127                 | Superior                | 4.50 |
| Working Memory       | WMI  | 29                   | 126             | 96              | 116-132                 | Superior                | 3.97 |
| Processing Speed     | PSI  | 27                   | 121             | 92              | 109-128                 | Superior                | 5.61 |
| Full Scale IQ        | FSIQ | 59                   | 99              | 47              | 93-105                  | Average                 | 3.00 |

Confidence intervals are calculated using the Standard Error of Estimation.

### Composite Score Profile



*Note.* Vertical bars represent the Confidence Intervals.

## PRIMARY ANALYSIS

### Index Level Strengths and Weaknesses

| Index | Score | Comparison Score | Difference | Critical Value | Strength or Weakness | Base Rate |
|-------|-------|------------------|------------|----------------|----------------------|-----------|
| VCI   | 63    | 106.80           | -43.80     | 9.08           | W                    | <1%       |
| VSI   | 103   | 106.80           | -3.80      | 12.05          |                      | >25%      |
| FRI   | 121   | 106.80           | 14.20      | 10.46          | S                    | 5%-10%    |
| WMI   | 126   | 106.80           | 19.20      | 9.57           | S                    | 1%-2%     |
| PSI   | 121   | 106.80           | 14.20      | 12.40          | S                    | 5%-10%    |

Comparison score mean derived from the five index scores.  
 Statistical significance (critical values) at the .05 level.  
 Base rate for ability level.

### Index Level Pairwise Difference Comparisons

| Index Comparison | Score 1 | Score 2 | Difference | Critical Value | Significant Difference | Base Rate |
|------------------|---------|---------|------------|----------------|------------------------|-----------|
| VCI - VSI        | 63      | 103     | -40        | 12.81          | Y                      | 0.7%      |
| VCI - FRI        | 63      | 121     | -58        | 11.38          | Y                      | 0.5%      |
| VCI - WMI        | 63      | 126     | -63        | 10.60          | Y                      | 0.6%      |
| VCI - PSI        | 63      | 121     | -58        | 13.14          | Y                      | 0.5%      |
| VSI - FRI        | 103     | 121     | -18        | 13.79          | Y                      | 10.0%     |
| VSI - WMI        | 103     | 126     | -23        | 13.15          | Y                      | 7.7%      |
| VSI - PSI        | 103     | 121     | -18        | 15.28          | Y                      | 13.9%     |
| FRI - WMI        | 121     | 126     | -5         | 11.76          | N                      | 38.7%     |
| FRI - PSI        | 121     | 121     | 0          | 14.10          | N                      |           |
| WMI - PSI        | 126     | 121     | 5          | 13.47          | N                      | 32.8%     |

Statistical significance (critical values) at the .05 level.  
 Base rate for ability level.

## PRIMARY ANALYSIS (CONTINUED)

### Subtest Level Strengths and Weaknesses

| Subtest | Score | Comparison Score | Difference | Critical Value | Strength or Weakness | Base Rate |
|---------|-------|------------------|------------|----------------|----------------------|-----------|
| IN      | 1     | 10.90            | -9.90      | 2.80           | W                    | <1%       |
| SI      | 4     | 10.90            | -6.90      | 2.36           | W                    | <1%       |
| BD      | 11    | 10.90            | 0.10       | 3.17           |                      | >25%      |
| OA      | 10    | 10.90            | -0.90      | 3.68           |                      | >25%      |
| MR      | 13    | 10.90            | 2.10       | 2.68           |                      | 10%-25%   |
| PC      | 14    | 10.90            | 3.10       | 3.17           |                      | 5%-10%    |
| PM      | 15    | 10.90            | 4.10       | 2.36           | S                    | 2%-5%     |
| ZL      | 14    | 10.90            | 3.10       | 2.99           | S                    | 10%-25%   |
| BS      | 15    | 10.90            | 4.10       | 3.44           | S                    | 2%-5%     |
| CA      | 12    | 10.90            | 1.10       | 3.68           |                      | >25%      |

Comparison score mean derived from the ten core subtest scores.  
 Statistical significance (critical values) at the .05 level.

### Subtest Level Pairwise Difference Comparisons

| Subtest Comparison | Score 1 | Score 2 | Difference | Critical Value | Significant Difference | Base Rate |
|--------------------|---------|---------|------------|----------------|------------------------|-----------|
| IN - SI            | 1       | 4       | -3         | 2.49           | Y                      | 12.7%     |
| BD - OA            | 11      | 10      | 1          | 3.26           | N                      | 44.1%     |
| MR - PC            | 13      | 14      | -1         | 2.73           | N                      | 45.7%     |
| PM - ZL            | 15      | 14      | 1          | 2.87           | N                      | 43.4%     |
| BS - CA            | 15      | 12      | 3          | 3.79           | N                      | 20.3%     |

Statistical significance (critical values) at the .05 level.

## ANCILLARY SUMMARY

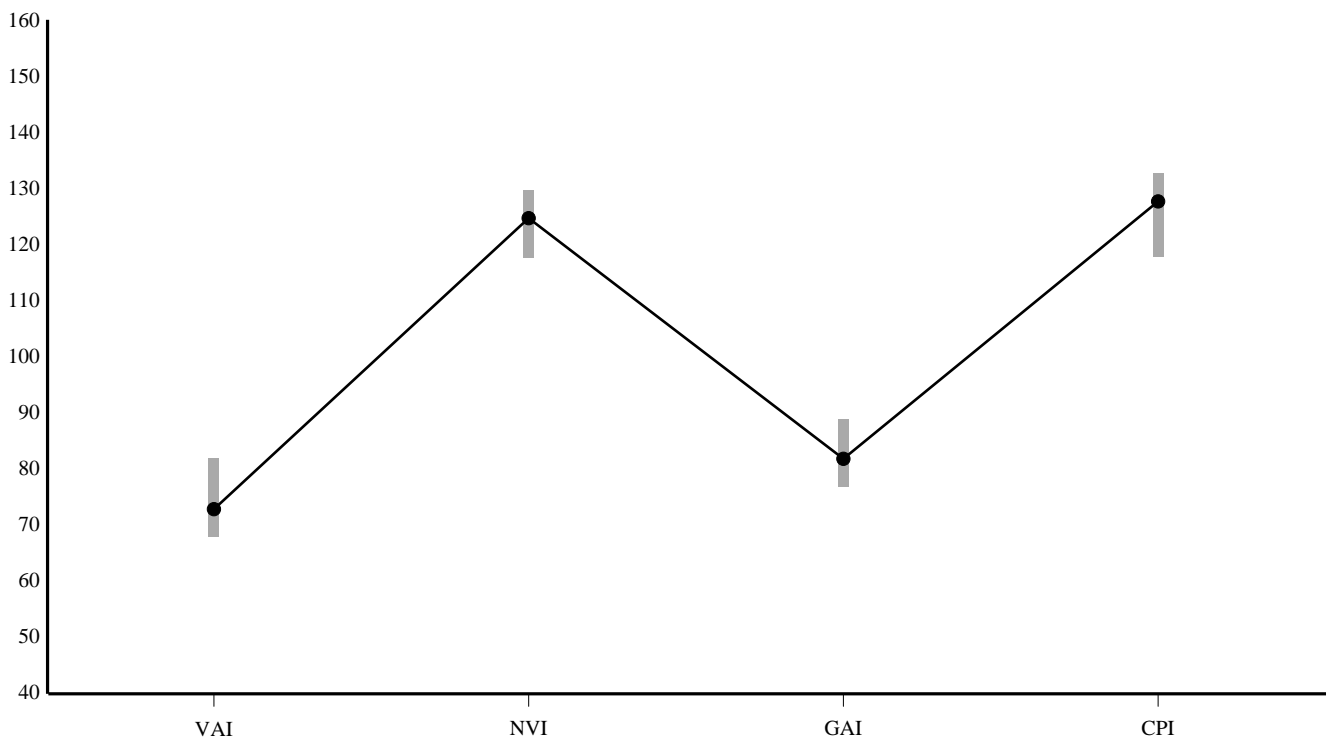
### Scaled Score Summary

| Subtest Name            |     | Total Raw Score | Scaled Score | Percentile Rank | Age Equivalent | SEM  |
|-------------------------|-----|-----------------|--------------|-----------------|----------------|------|
| Receptive Vocabulary    | RV  | 15              | 5            | 5               | 3:10           | 1.16 |
| Picture Naming          | PN  | 11              | 5            | 5               | 3:6            | 1.12 |
| Cancellation Random     | CAR | 24              | 13           | 84              | >7:7           | 1.41 |
| Cancellation Structured | CAS | 24              | 11           | 63              | 7:0            | 1.67 |

### Index Score Summary

| Composite              |     | Sum of Scaled Scores | Standard Score | Percentile Rank | 95% Confidence Interval | Qualitative Description | SEM  |
|------------------------|-----|----------------------|----------------|-----------------|-------------------------|-------------------------|------|
| Vocabulary Acquisition | VAI | 10                   | 73             | 4               | 68-82                   | Borderline              | 4.50 |
| Nonverbal              | NVI | 68                   | 125            | 95              | 118-130                 | Superior                | 3.67 |
| General Ability        | GAI | 29                   | 82             | 12              | 77-89                   | Low Average             | 3.35 |
| Cognitive Proficiency  | CPI | 56                   | 128            | 97              | 118-133                 | Superior                | 4.24 |

### Ancillary Index Score Profile



*Note.* Vertical bars represent the Confidence Intervals.

## ANCILLARY ANALYSIS

### Index Level Pairwise Difference Comparisons

| Index Comparison | Score 1 | Score 2 | Difference | Critical Value | Significant Difference | Base Rate |
|------------------|---------|---------|------------|----------------|------------------------|-----------|
| GAI - FSIQ       | 82      | 99      | -17        | 4.03           | Y                      | 0.0%      |
| GAI - CPI        | 82      | 128     | -46        | 10.59          | Y                      | 0.0%      |

Statistical significance (critical values) at the .05 level.

Base rate for ability level.

### Subtest and Process Level Pairwise Difference Comparisons

| Subtest Comparison | Score 1 | Score 2 | Difference | Critical Value | Significant Difference | Base Rate |
|--------------------|---------|---------|------------|----------------|------------------------|-----------|
| RV - PN            | 5       | 5       | 0          | 2.75           | N                      |           |
| CAR - CAS          | 13      | 11      | 2          | 4.59           | N                      | 22.5%     |

Statistical significance (critical values) at the .05 level.

## WIAT-III RESULTS

### 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  | -         | 81             | 70-92                   | 10              | 23                  | 2       | pk.6         | 4:4        | 417          |
| Early Reading Skills     | 18        | 81             | 72-90                   | 10              | 23                  | 2       | pk.9         | 5:0        | 400          |
| Math Problem Solving     | 22        | 83             | 74-92                   | 13              | 26                  | 3       | k.2          | 5:4        | 312          |
| Alphabet Writing Fluency | 5         | 95             | 79-111                  | 37              | 43                  | 4       | k.5          | 5:4        | 466          |
| Numerical Operations     | 11        | 97             | 89-105                  | 42              | 46                  | 5       | k.9          | 6:0        | 311          |
| Oral Expression          | -         | 59             | 48-70                   | 0.3             | <1                  | 1       | <pk.0        | <4:0       | 307          |
| Spelling                 | 3         | 79             | 72-86                   | 8               | 21                  | 2       | <k.0         | <5:0       | 227          |

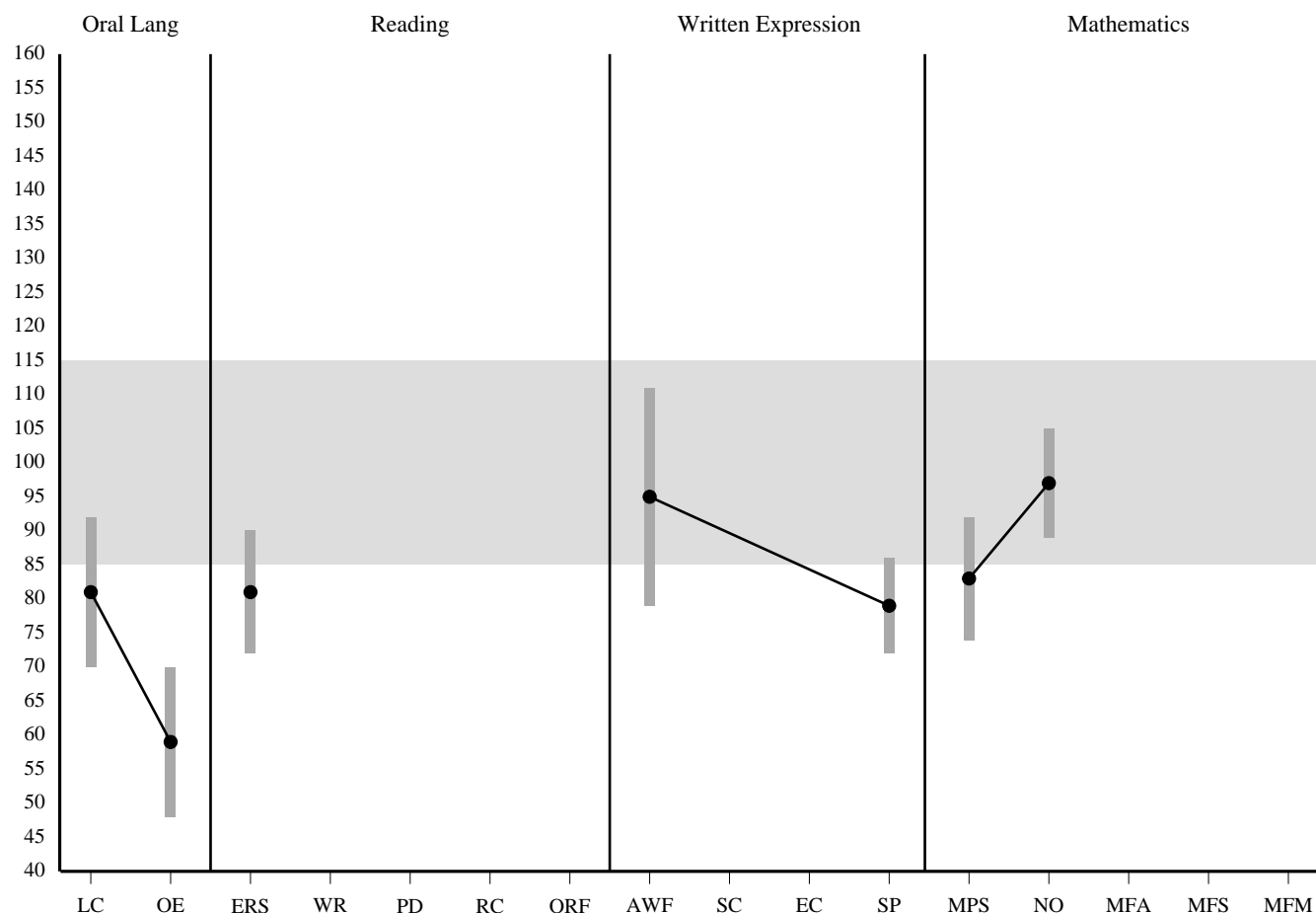
- Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

<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%.

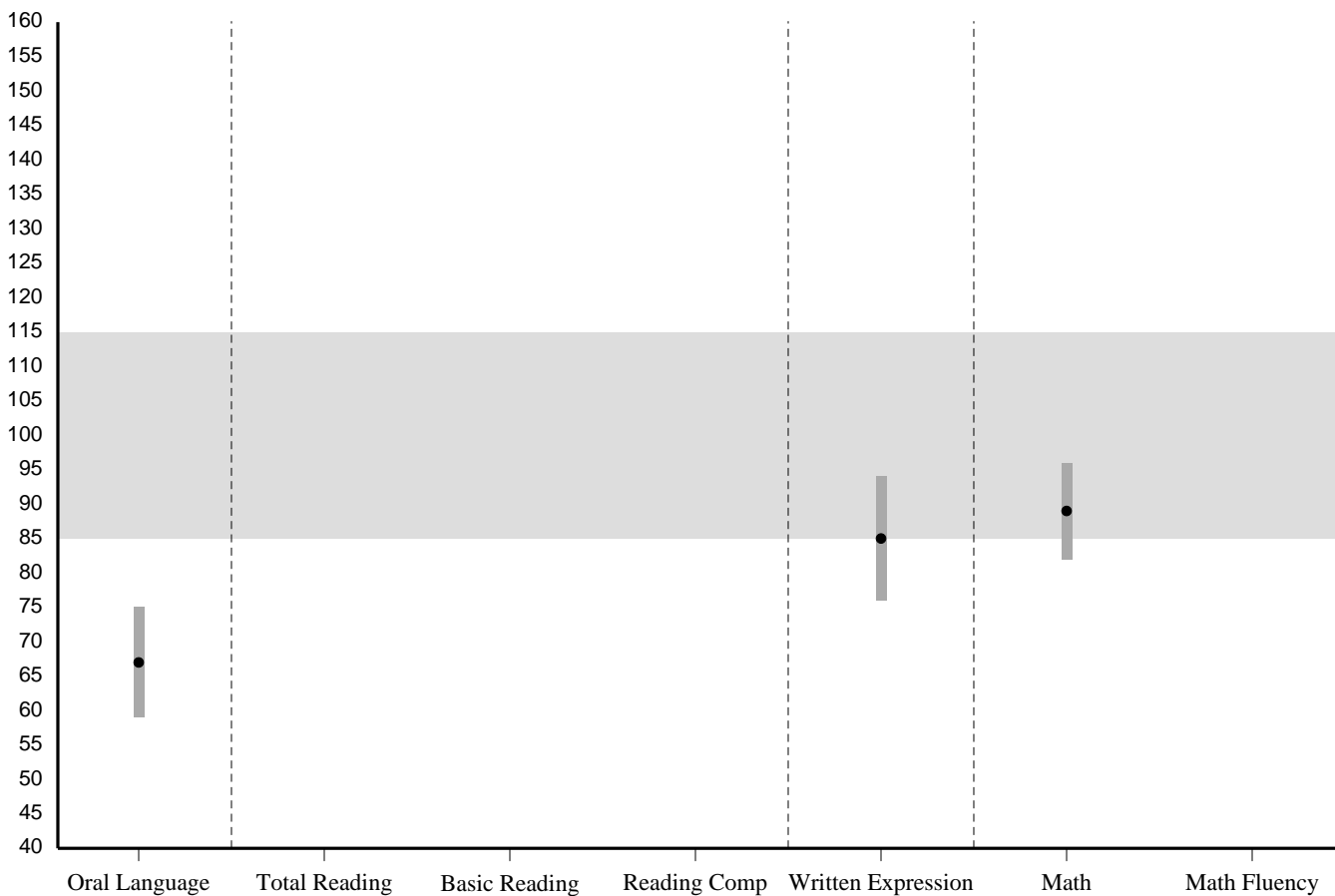
### Subtest Component Score Summary

| Subtest Component              | Raw Score | Standard Score | Percentile Rank | Normal Curve Equivalent | Stanine | Qualitative Description |
|--------------------------------|-----------|----------------|-----------------|-------------------------|---------|-------------------------|
| <b>Listening Comprehension</b> |           |                |                 |                         |         |                         |
| Receptive Vocabulary           | 4         | 82             | 12              | 25                      | 3       | Below Average           |
| Oral Discourse Comprehension   | 6         | 85             | 16              | 29                      | 3       | Average                 |
| <b>Oral Expression</b>         |           |                |                 |                         |         |                         |
| Expressive Vocabulary          | 1         | 67             | 1               | 4                       | 1       | Low                     |
| Oral Word Fluency              | 7         | 65             | 1               | 1                       | 1       | Low                     |
| Sentence Repetition            | 2         | 66             | 1               | 2                       | 1       | Low                     |

### Composite Score Summary

| Composite          | Sum of Subtest Standard Scores | Standard Score | 95% Confidence Interval | Percentile Rank | Normal Curve Equiv. | Stanine | Qualitative Description |
|--------------------|--------------------------------|----------------|-------------------------|-----------------|---------------------|---------|-------------------------|
| Oral Language      | 140                            | 67             | 59-75                   | 1               | 4                   | 1       | Low                     |
| Written Expression | 174                            | 85             | 76-94                   | 16              | 29                  | 3       | Average                 |
| Mathematics        | 180                            | 89             | 82-96                   | 23              | 35                  | 4       | Average                 |
| Total Achievement  | 575                            | 79             | 74-84                   | 8               | 21                  | 2       | Below 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. Written Expression | -18        | 14.07                                   | Y                          | >15%      |
| Oral Language vs. Mathematics        | -22        | 13.18                                   | Y                          | <=10%     |
| Written Expression vs. Mathematics   | -4         | 11.77                                   | N                          | >15%      |

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

**ABILITY-ACHIEVEMENT DISCREPANCY ANALYSIS**

Ability Score Type: WPPSI-IV FSIQ

Ability Score: 99

**Predicted Difference Method**

|                           | Predicted<br>WIAT-III<br>Score | Actual<br>WIAT-III<br>Score | Difference | Critical<br>Value<br>.01 | Significant<br>Difference<br>Y/N | Base<br>Rate | Standard<br>Deviation<br>Discrepancy<br>≥ 1.0 SD |
|---------------------------|--------------------------------|-----------------------------|------------|--------------------------|----------------------------------|--------------|--|
| <b>WIAT-III Subtest</b>   |                                |                             |            |                          |                                  |              |  |
| Listening Comprehension   | 99                             | 81                          | 18         | 16.08                    | Y                                | ≤10%         | Y  |
| Early Reading Skills      | 99                             | 81                          | 18         | 13.17                    | Y                                | ≤10%         | Y  |
| Math Problem Solving      | 99                             | 83                          | 16         | 12.81                    | Y                                | ≤10%         | Y  |
| Alphabet Writing Fluency  | 100                            | 95                          | 5          | 21.70                    | N                                | >25%         | N  |
| Numerical Operations      | 99                             | 97                          | 2          | 11.89                    | N                                | >25%         | N  |
| Oral Expression           | 99                             | 59                          | 40         | 14.91                    | Y                                | ≤1%          | Y  |
| Spelling                  | 100                            | 79                          | 21         | 10.72                    | Y                                | ≤10%         | Y  |
| <b>WIAT-III Composite</b> |                                |                             |            |                          |                                  |              |  |
| Oral Language             | 99                             | 67                          | 32         | 12.78                    | Y                                | ≤1%          | Y  |
| Written Expression        | 100                            | 85                          | 15         | 13.41                    | Y                                | ≤15%         | Y  |
| Mathematics               | 99                             | 89                          | 10         | 10.33                    | N                                | ≤20%         | N  |
| Total Achievement         | 99                             | 79                          | 20         | 8.87                     | Y                                | ≤3%          | Y  |

*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.

### Pattern of Strengths and Weaknesses Analysis

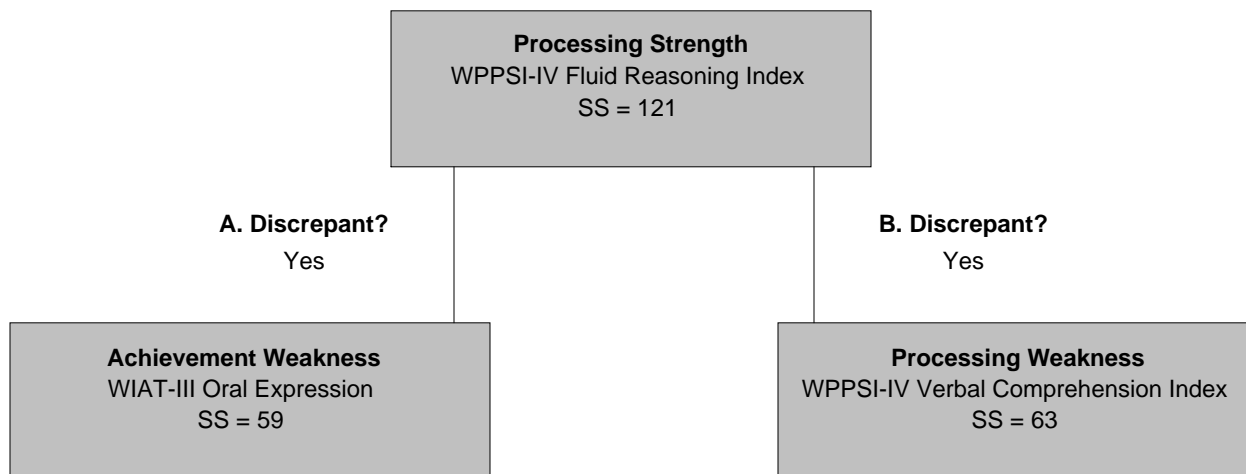
|                              |          |                     |
|------------------------------|----------|---------------------|
| Area of Achievement Weakness | WIAT-III | Oral Expression: 59 |
| Area of Processing Weakness  | WPPSI-IV | VCI: 63             |
| Area of Processing Strength  | WPPSI-IV | FRI: 121            |

| 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/<br>Achievement Weakness | 121                     | 59                      | 62         | 18.15              | Y                          | Yes                             |
| <b>B</b> Processing Strength/<br>Processing Weakness  | 121                     | 63                      | 58         | 14.98              | 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



## WIAT-III SKILLS ANALYSIS REPORT

### Early Reading Skills

| Feature                        | Skill   | Total Errors | Max. Errors | % Correct |            |
|--------------------------------|---|--------------|-------------|-----------|------------|
|                                |   | by Skill     | by Skill    | By Skill  | By Feature |
| Naming                         | Naming Letters: Vowels                          | 0            | 4           | 100%      | 100%       |
|                                | Naming Letters: Consonants                      | 0            | 7           | 100%      |            |
| Letter-Sound<br>Correspondance | Matching Single Letters and Sounds              | 0            | 2           | 100%      | 80%        |
|                                | Matching Letters and Sounds: Consonant Digraphs | 1            | 1           | 0%        |            |
|                                | Matching Letters and Sounds: Consonant Blends   | 0            | 2           | 100%      |            |
| Phonological<br>Awareness      | Recognizing Rhyming Words                       | 0            | 2           | 100%      | 100%       |
|                                | Producing Rhyming Words                         | 0            | 2           | 100%      |            |
|                                | Recognizing Initial Sounds in Words             | 0            | 2           | 100%      |            |
|                                | Recognizing Initial Two Sounds in Words         | 0            | 2           | 100%      |            |
|                                | Recognizing Ending Sounds in Words              | 0            | 2           | 100%      |            |
|                                | Blending Sounds                                 | 0            | 3           | 100%      |            |
| Word Reading<br>Comprehension  | Matching Words with Pictures                    | 1            | 5           | 80%       | 80%        |

## WIAT-III INTERVENTION GOAL STATEMENTS REPORT

### Early Reading Skills

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#### Matching Letters and Sounds: Consonant Digraphs

Items with Errors: 27

##### Annual Goals

- When shown \_\_\_\_ consonant digraphs one at a time, the student will say the sound(s) that corresponds to each consonant digraph with no more than \_\_\_\_ errors.  
Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.
- When shown a list of (*circle/enter*: two, three, \_\_\_\_) consonant digraphs, the student will listen to a sound and then point to the consonant digraph that corresponds to each sound with no more than \_\_\_\_ errors.  
Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.

##### Short-Term Objectives

- The student will listen to a list of \_\_\_\_ words and raise his/her hand each time a word is spoken that (*circle*: begins, ends) with a target consonant digraph with no more than \_\_\_\_ errors.  
Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.  
Example: "Raise your hand when you hear a word that begins with \sh\ ": shark . . . trash . . . chill . . . bath . . . short.  
**Note:** Testing (and teaching, if necessary) auditory phonemic discrimination is an important prerequisite to matching letters and sounds.
- Given a target consonant digraph and a list of \_\_\_\_ visually similar letter blends/digraphs with some instances of the target digraph, the student will silently read/scan the list of letter groups and circle all instances of the target digraph within the list with no more than \_\_\_\_ errors.  
Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.  
**Note:** Testing (and teaching, if necessary) visual letter discrimination is an important prerequisite to matching letters and sounds.
- When shown a list of \_\_\_\_ (*circle*: one, two) -syllable words, each containing a consonant digraph in the (*circle*: initial, medial, final) position that has been omitted and the student is shown a choice of (*circle*: two, three) consonant digraphs, the student will listen to the words and then circle/point to the correct consonant digraph with no more than \_\_\_\_ errors.  
Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.  
List example: "chop": ch ck sh op

#### Matching Words with Pictures

Items with Errors: 32

##### Annual Goal

- Given \_\_\_\_ pictures of common objects, animals, or colors, each with a choice of (*circle*: two, three, four) one-syllable words with only one word correctly labeling the picture, the student will listen to each picture's name read aloud (or the student will say what is in the picture), and then point to or circle the word that corresponds to the picture with no more than \_\_\_\_ errors.  
Example: Show a picture of a book with the following three words below the picture: book, bug, duck

### Short-Term Objective

- Given \_\_\_\_ picture cards that show common objects, animals, or colors with the same number of one-syllable word cards that label each picture, the student will physically match up each picture with the correct word with no more than \_\_\_\_ errors.

Examples of pictures/words: book, bug, bike, dog, cat, car, red, blue

### **End of Report**