

KTEA™-3

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Kaufman Test of Educational Achievement, Third Edition

Parent Report

Alan S. Kaufman, PhD, & Nadeen L. Kaufman, EdD

Name:	Sample Report 1	Test Date:	05/20/2014
Examinee ID:	11111	Form:	A
Birth Date:	01/10/2005	Examiner Name:	Sample Examiner
Age:	9:4	Testing Site:	N/A
Gender:	Male	Current Grade (or Highest Grade Completed):	3
Reason for Referral:		Medication:	



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[1.0 / RE1 / QG1]

Subtest Descriptions

This test includes subtests to measure listening, speaking, reading, writing, and mathematics skills. The following is a description of each subtest that was administered to your child.

Reading

Letter & Word Recognition	The student identifies letters and reads grade-appropriate words.
Nonsense Word Decoding	The student pronounces made-up words.
Reading Comprehension	The student reads symbols, words, sentences, and passages appropriate to his or her grade level, and then responds to comprehension questions.
Reading Vocabulary	The student reads a word in the context of a picture (early items) or a sentence (later items), and then selects a word that means the same thing.

Reading Fluency

Word Recognition Fluency	The student reads as many words as possible within a time limit.
Decoding Fluency	The student reads as many made-up words as possible within a time limit.
Silent Reading Fluency	The student has two minutes to silently read simple questions, and circle yes or no to each one.

Mathematics

Math Concepts & Applications	The student solves math problems that relate to real life situations and assess skills such as number concepts, arithmetic, time and money, and measurement.
Math Computation	The student solves written math calculation problems.
Math Fluency	The student writes answers to simple arithmetic problems within a time limit. Problems include addition and subtraction, and for later items, multiplication and division.

Writing

Written Expression	The student hears a story presented with pictures in a booklet and completes the story by writing letters, words, sentences, and (for students in grade 1 or higher) an essay.
Spelling	The student writes single letters and spells words dictated by the examiner.
Writing Fluency	The student writes simple sentences, each one describing a different picture, within a time limit.

Oral Language

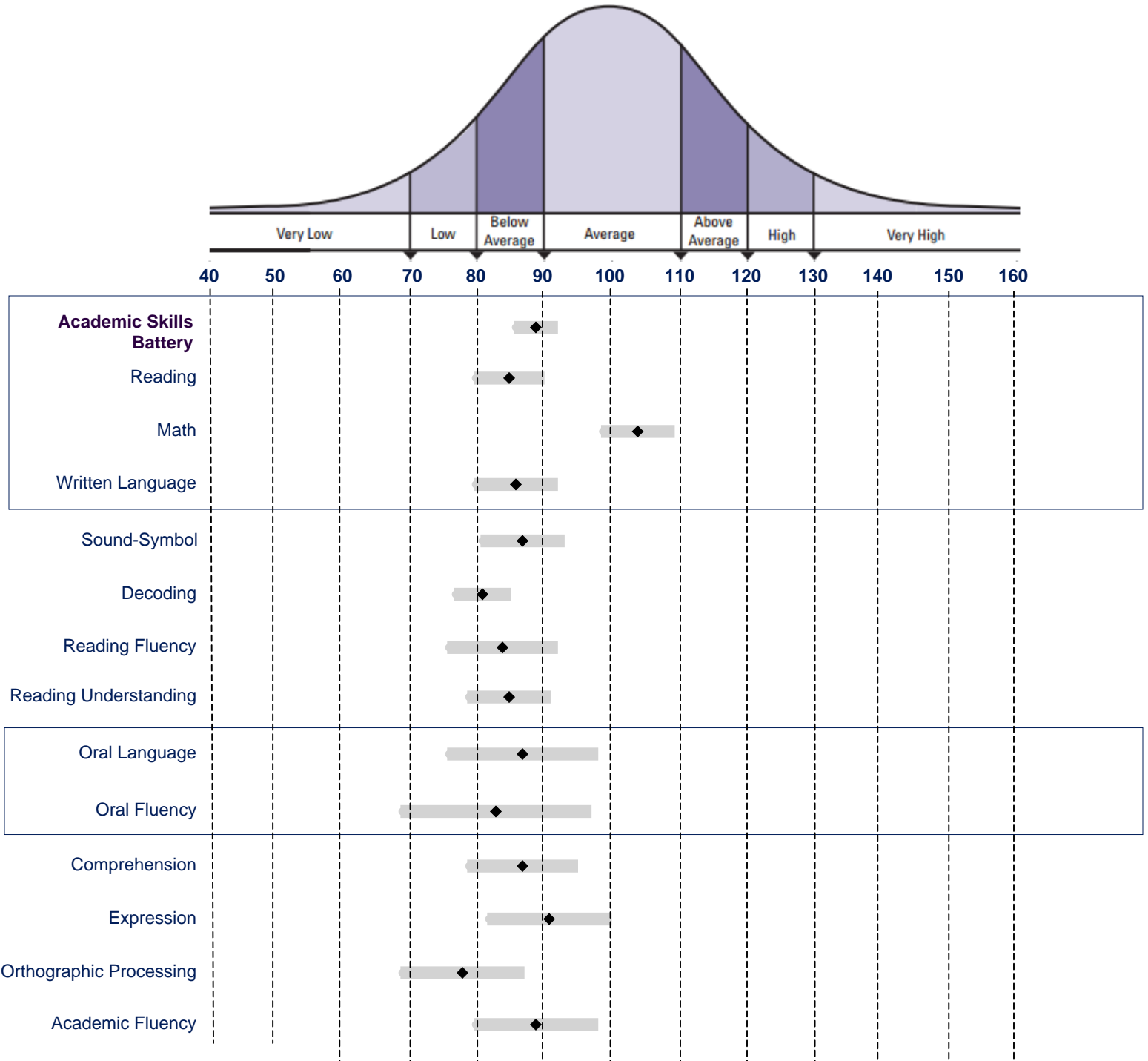
Listening Comprehension	The student listens to sentences or passages, and then responds to comprehension questions.
Oral Expression	The student says a sentence to describe a photograph. Later items require the use of specific words or phrases.
Associational Fluency	The student has 60 seconds to say as many words as possible that belong to a particular category, such as animals or games.

Language Processing

Phonological Processing	The student responds orally to items that require manipulation of the sounds within words.
Object Naming Facility	The student names pictured objects as quickly as possible.
Letter Naming Facility	The student names upper- and lowercase letters as quickly as possible.

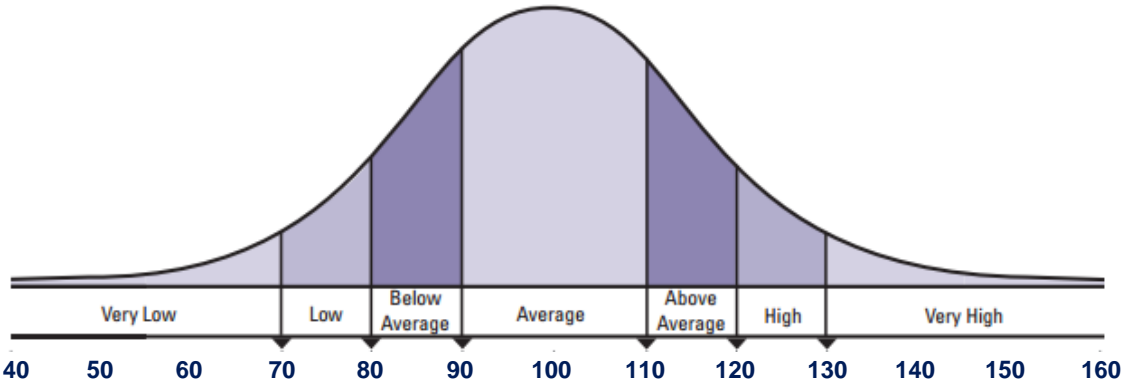
Graph of Performance by Composite

The subtests described above are grouped by subject area into composite scores. The graph below shows your child's performance on each composite compared to a normal distribution of scores from peers of the same age.



Graph of Performance by Subtest

The graph below shows your child's performance on each subtest compared to a normal distribution of scores from peers of the same age.



Subtest	Score	Performance Level
Letter & Word Recognition	85	Below Average
Reading Comprehension	90	Average
Phonological Processing	100	Average
Nonsense Word Decoding	80	Below Average
Reading Vocabulary	85	Below Average
Word Recognition Fluency	85	Below Average
Decoding Fluency	80	Below Average
Silent Reading Fluency	95	Average
Math Concepts & Applications	105	Above Average
Math Computation	105	Above Average
Math Fluency	95	Average
Written Expression	90	Average
Spelling	85	Below Average
Writing Fluency	100	Average
Listening Comprehension	90	Average
Oral Expression	95	Average
Associational Fluency	85	Below Average
Object Naming Facility	85	Below Average
Letter Naming Facility	75	Low

Parent-Child Intervention Suggestions

The following activities can be used at home to support learning in core reading, writing, math, and/or oral language areas.

Written Expression

Grades: 3 - 5

1. Engage your child in writing frequently and for a variety of purposes, such as writing thank you notes, birthday cards, holiday cards, and invitations.
2. Have your child write shopping lists and search and check off needed items, or list amounts needed on a preprinted list.
3. Help build editing skills in a fun way. For example, provide your child with an editing checklist (self-created or online) and ask him or her to assume the role of editing inspector. As he or she reviews each sentence, you can read the requirements, such as "Is there ending punctuation?" or "Do all sentences begin with a capital?"
4. Build sequencing skills that are important to writing by cutting apart comic strips, mixing them up, and having your child arrange them to tell a logical story.
5. Remind your child that writing is a process that involves steps. Let him or her see you draft something and, later, show him or her the refined piece. Alternatively, save drafts of his or her writing to show later and compare it to the final product so that your child can see how his or her writing developed.

Spelling

Grades: 3 - 5

1. Play the word game "Hangman" with your child.
2. Create opportunities for your child to practice spelling skills by asking him or her to help you spell a word, such as the name of a teacher, the name of his or her favorite game, or the name of a character on TV.
3. Provide opportunities for your child to alphabetize. For example, cut a weekly spelling word list into strips and have him or her put the strips in alphabetical order. Alternatively, use real world activities, like shopping, as an opportunity to have your child alphabetize. For example, hand him or her a batch of store coupons to alphabetize by product name.
4. Have your child add prefixes or suffixes to spelling list words to make new words. For example, if given the word *probable*, he or she might write " *improbable*."
5. If you correct your child's spelling errors, be sure to let him or her know which letters were sequenced correctly in the word and where exactly the error occurred. For example, if your child spells the word *science* as *sience*, you might say, "You have all of the letters in the correct order, except one: a *c* goes between the *s* and the *i*." In this way, the feedback is balanced and constructive, rather than merely saying that the word is misspelled.
6. Have your child use the cover/copy/compare technique when learning spelling words. In this technique, he or she creates four columns on a paper labeled "look, cover, write, check." Your child writes his or her spelling words in the furthest left column. The second column is used as a cover column that he or she can fold over the spelling list to study a word. In the third column, your child writes the spelling word from memory. The last column is the check column that has each of the spelling words repeated. Your child can check his or her written word against each of the spelling words listed.
7. Build confidence in spelling by differentiating between "close" and "less close" spellings. For example, writing *reason* for *reason* is a closer approximation than writing *rnson*. When correcting errors, try to point out only the necessary changes. For

example, say, "You only need to add one letter" or "You have all of the letters, so we just need to reorder them."

8. Encourage your child to say sounds, as opposed to letters, as he or she is spelling words. Remind your child that letters are written, but sounds are said.

9. If your child asks you to spell a word for him or her, do not automatically comply; rather, ask him or her to try to spell it based on memory and the sounds that he or she hears, and offer corrective feedback after an initial attempt.

Additional Links

www.education.com¹

www.educationworld.com²

Contains tips for teachers relating to spelling games and other lesson plans and ideas to support academics

www.figurethis.org³

Family challenges related to middle school math, includes downloadable activities

www.mathwords.com

www.pbs.org/parents⁴

www.readingrockets.org⁵

Contains tips for parents, arranged by grade and age level

www.scholastic.com⁶

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