

WISC-IV and WIAT-II Interpretive Report

EXAMINEE: Haley Keller
AGE: 11 years 9 months
DATE OF BIRTH: 2/18/92
EXAMINEE ID: Not Specified
GENDER: Female

REPORT DATE: 12/4/03
GRADE: Not Specified
ETHNICITY: <Not Specified>
EXAMINER: Emily Martinez

Tests Administered: WISC-IV (6/12/03)
WIAT-II (6/12/03)

Age at Testing: WISC-IV (11 years 3 months)
WIAT-II (11 years 3 months)

Is this a retest? No

SCORES SUMMARY

WISC-IV COMPOSITE	SCORE	WIAT-II COMPOSITE	SCORE
Verbal Comprehension Index (VCI)	112	Reading	75
Perceptual Reasoning Index (PRI)	92	Mathematics	96
Working Memory Index (WMI)	102	Written Language	82
Processing Speed Index (PSI)	91	Oral Language	81
Full Scale IQ (FSIQ)	101		

Reason for Referral

Referral information for Haley is unknown at this time.

Home

There is no data available regarding Haley's parent(s), guardian(s), living arrangements, or family stressors.

Language

There is no data available regarding Haley's language.

Development

There is no data available regarding Haley's pregnancy, birth and developmental history.

Health

There is no information available regarding Haley's sensory/motor status. There is no information or behavioral observations available regarding Haley's medical, psychiatric, and neurological status. There is no data available regarding Haley's use of medication and substances.

School

There is no information provided regarding Haley's early educational history. Haley's school performance with regard to her attendance, conduct, and academics are unknown at this time. Haley's past and recent performance on standardized achievement tests is unknown at this time.

Behavior Observation

There are no additional behavioral observations regarding Haley's appearance, affect, test-taking attitude and behavior.

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Interpretation of WISC-IV Results

Haley's unique set of thinking and reasoning abilities make her overall intellectual functioning difficult to summarize by a single score on the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV). Her verbal reasoning abilities are much better developed than her nonverbal reasoning abilities. Making sense of complex verbal information and using verbal abilities to solve novel problems are a strength for Haley. Processing complex visual information by forming spatial images of part-whole relationships and/or by manipulating the parts to solve novel problems without using words is a less well-developed ability.

Haley's verbal reasoning abilities as measured by the Verbal Comprehension Index are in the High Average range and above those of approximately 79% of her peers (VCI = 112; 95% confidence interval = 105-118). The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation. Haley performed comparably on the verbal subtests contributing to the VCI, suggesting that these verbal cognitive abilities are similarly developed.

Haley's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index are in the Average range and above those of approximately 30% of her peers (PRI = 92; 95% confidence interval = 85-100). The Perceptual Reasoning Index is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. Haley performed comparably on the perceptual reasoning subtests contributing to the PRI, suggesting that her visual-spatial reasoning and perceptual-organizational skills are similarly developed. Haley performed much better on abstract concept formation and categorical reasoning tasks that did not require verbal expression (Similarities = 12) than on abstract concept formation and categorical reasoning tasks that required verbal expression (Picture Concepts = 8).

Haley's ability to sustain attention, concentrate, and exert mental control is in the Average range. She performed better than approximately 55% of her age-mates in this area (Working Memory Index = 102; 95% confidence interval 94-109).

Haley's ability to sustain attention, concentrate, and exert mental control is in the Average range. She performed better than approximately 55% of her age-mates in this area (Working Memory Index = 102; 95% confidence interval 94-109).

Haley's ability in processing simple or routine visual material without making errors is in the Average range when compared to her peers. She performed better than approximately 27% of her peers on the processing speed tasks (Processing Speed Index = 91; 95% confidence interval 83-101). Processing visual material quickly is an ability that Haley performs less well than her verbal reasoning ability. Processing speed is an indication of the rapidity with which Haley can mentally process simple or routine information without making errors. Because learning often involves a combination of routine information processing (such as reading) and complex information processing (such as reasoning), a relative weakness in the speed of processing routine information may make the task of comprehending novel information more time-consuming and difficult for Haley. Thus, this relative weakness in simple visual scanning and

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tracking may leave her less time and mental energy for the complex task of understanding new material. The noticed by Haley's referral source may be related to this weakness in processing speed. Although much less developed than her verbal and nonverbal reasoning abilities Haley's speed of information processing abilities are still within the Average range and better than those of approximately 27% of her age-mates (Processing Speed Index = 91; 95% confidence interval 85-100).

Personal Strengths and Weakness

Haley achieved her best performance among the verbal reasoning tasks on the Vocabulary subtest. Her strong performance on the Vocabulary subtest was better than that of most students her age. The Vocabulary subtest required Haley to explain the meaning of words presented in isolation. As a direct assessment of word knowledge, the subtest is one indication of her overall verbal comprehension. Performance on this subtest also requires abilities to verbalize meaningful concepts as well as to retrieve information from long-term memory; (Vocabulary scaled score = 13).

Interpretation of WIAT-II Results

Reading

Haley presents a diverse set of skills on different aspects of reading. She performed much better on tasks that assessed her capability to read sentences and paragraphs and answer questions about what was read (Reading Comprehension standard score = 83) than on tasks that required her to correctly read a series of printed words (Word Reading standard score = 72). A relative strength in comprehension skills as compared to reading words in isolation may indicate that Haley is able to derive meaning from text using context clues but may not have learned vocabulary words to automaticity. For this reason, the Reading Composite score may not be the most accurate manner in which to summarize her reading skills. Her Reading Comprehension subtest score is higher than only approximately 13% of her peers, placing these skills in the Low Average range. Haley's performance on Word Reading is within the Borderline range and exceeds that of approximately 3% of students her age.

Mathematics

In overall mathematics skills Haley performed in the Average range, as indicated by her Mathematics Composite standard score (96). However, her skills in this area exceed that of only approximately 39% of students her age. Haley's performance on tasks that required her to add, subtract, multiple, and divide one- to three-digit numbers (Numerical Operations standard score = 103) is comparable to her performance on tasks that requires her to understand number, consumer math concepts, geometric measurement, basic graphs, and solve one-step word problems (Math Reasoning standard score = 91).

Oral Language

Haley performed in the Low Average range in overall language skills, as indicated by her standard score on the Oral Language Composite (81). Her skills in this area exceed those of only approximately 10% of students her age. Haley performed comparably on tasks that required her to identify the picture that best represents an orally presented descriptor or generate

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a word that matches the picture (Listening Comprehension standard score = 84) and generate words within a category, describe scenes, and give directions (Oral Expression standard score = 83).

Written Language

In overall written language skills, Haley performed in the Low Average range, as indicated by her Written Language Composite standard score (82). Her achievement in this area is better than of only approximately 12% of students her age. Haley's performance on tasks that required her to generate words within a category, generate sentences to describe visual cues, combine sentences, and compose an organized paragraph (Written Expression standard score = 78) is comparable to her performance on tasks that required her to correctly spell verbally presented words (Spelling standard score = 88).

Strengths And Weaknesses

Compared to Haley's mean score for all WIAT-II subtests, her performance is significantly better in Numerical Operations, indicating that this is an area of relative strength for her. Compared to those of other children her age, however, her skills in this area are in the Average range.

Word Reading and Pseudoword Decoding are notable weaknesses for Haley. Her scores on these subtests are significantly less than her mean score for all WIAT-II subtests, indicating that these are areas of lower performance relative to her other skills. She performed better than only approximately 3% and 5% of her peers on Word Reading and Pseudoword Decoding, respectively. Thus, Haley may experience great difficulty keeping up with other students when these skills are needed.

Ability-Achievement Discrepancy Analysis Predicted Method

Haley's scores on the WIAT-II were compared to the levels of achievement predicted for a student with her general cognitive ability, as indicated by her Verbal Comprehension score of 112 on the WISC-IV administered 6/12/2003. Significant differences between actual and predicted achievement scores are reported in this section.

Haley displays difficulty with achievement in reading. She scored much lower on the Reading Composite (actual score = 75) than expected for a child with her general cognitive ability (predicted score = 109). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Haley may benefit from assistance in helping her further develop her skills. Word Reading (actual standard score = 72), Pseudoword Decoding (actual standard score = 75) and Reading Comprehension (actual standard score = 83) are areas of difficulty for Haley. The difference between Haley's actual and predicted scores on the Word Reading subtest (37 points) is both significant and highly unusual, and indicates a specific weakness in tasks that required her to correctly read a series of printed words. For the Pseudoword Decoding and Reading Comprehension subtests, the discrepancy between her actual and predicted scores (32 points) and (26 points) is also significant, suggesting a specific weakness in tasks that required Haley to correctly apply phonetic decoding rules when reading a series of nonsense words and read sentences and paragraphs and answer questions about what was read.

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Specifically, there is a noteworthy difference between her Math Reasoning subtest score (91) and the level of achievement anticipated for a student with her cognitive ability (predicted score = 108). This significant and highly unusual difference indicates performance lower than expected on tasks that required her to understand number, consumer math concepts, geometric measurement, basic graphs, and solve one-step word problems. Although lower than expected, Haley's performance in this area is still in the Average range.

Haley displays difficulty with achievement in oral language. She scored much lower on the Oral Language Composite (actual score = 81) than expected for a child with her general cognitive ability (predicted score = 109). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Haley may benefit from assistance in helping her further develop her skills. Both Oral Expression (actual standard score = 83) and Listening Comprehension (actual standard score = 84) are areas of difficulty for Haley. The difference between Haley's actual and predicted scores on the Oral Expression subtest (23 points) is both significant and highly unusual, and indicates a specific weakness in tasks that required her to generate words within a category, describe scenes, and give directions. For the Listening Comprehension subtests, the discrepancy between her actual and predicted scores (25 points) is also significant, suggesting a specific weakness in tasks that required Haley to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture.

Haley displays difficulty with achievement in written language skills. She scored much lower on the Written Language Composite (actual score = 82) than expected for a child with her general cognitive ability (predicted score = 108). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Haley may benefit from assistance in helping her further develop her skills. Both Written Expression (actual standard score = 78) and Spelling (actual standard score = 88) are areas of difficulty for Haley. The difference between Haley's actual and predicted scores on the Written Expression subtest (29 points) is both significant and highly unusual, and indicates a specific weakness in tasks that required her to generate words within a category, generate sentences to describe visual cues, combine sentences, and compose an organized paragraph. For the Spelling subtests, the discrepancy between her actual and predicted scores (20 points) is also significant, suggesting a specific weakness in tasks that required Haley to correctly spell verbally presented words.

Haley's weakness in Oral Expression combined with her much better performance on the WISC-IV verbal subtests (VCI = High Average range) indicates that while functional use of language may be difficult for her, she can answer challenging verbal reasoning problems very well when not unduly penalized for ineloquence of expression.

Summary

Haley is an 11-year-old child who completed the WISC-IV and the WIAT-II. Her overall cognitive ability, as evaluated by the WISC-IV, cannot easily be summarized because her verbal reasoning abilities are much better developed than her nonverbal reasoning abilities. Haley's

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reasoning abilities on verbal tasks are generally in the High Average range (VCI = 112), while her nonverbal reasoning abilities are significantly lower and in the Average range (PRI = 92).

She demonstrated relatively weak skills in Listening Comprehension, Math Reasoning, Oral Expression, Pseudoword Decoding, Reading Comprehension, Spelling, Word Reading, and Written Expression on the WIAT-II. Her skills in Math Reasoning are still within the range expected for her age.

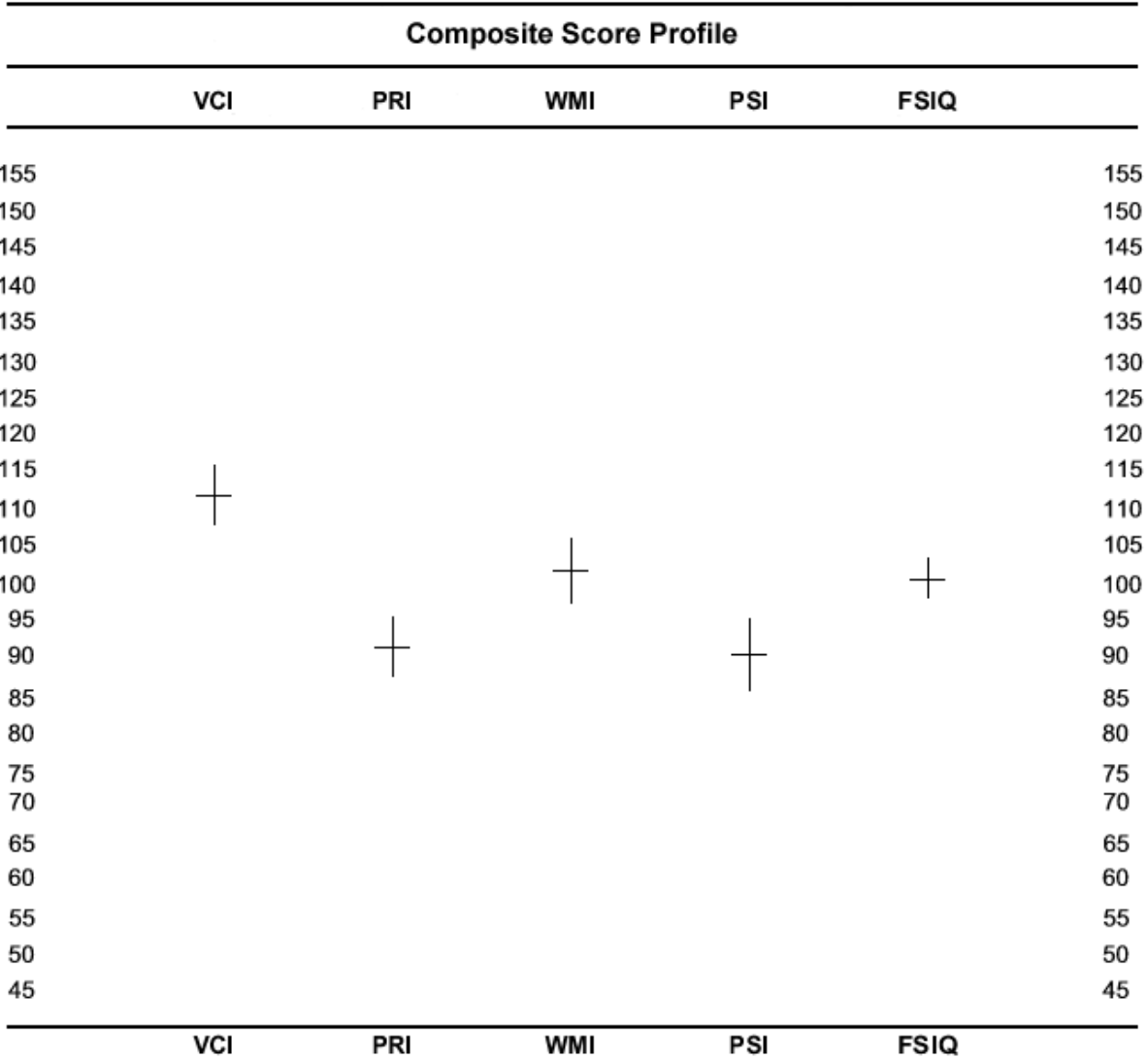
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Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	Confidence Interval	Qualitative Description
Verbal Comprehension (VCI)	37	112	79	105-118	High Average
Perceptual Reasoning (PRI)	26	92	30	85-100	Average
Working Memory (WMI)	21	102	55	94-109	Average
Processing Speed (PSI)	17	91	27	83-101	Average
Full Scale (FSIQ)	101	101	53	96-106	Average

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WISC-IV Composite Scores



Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM	Composite	Score	SEM
VCI	112	3.97	PSI	91	4.74
PRI	92	3.97	FSIQ	101	2.6
WMI	102	4.24			

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Verbal Comprehension Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Similarities	26	12	13:10	75
Vocabulary	44	13	14:10	84
Comprehension	28	12	14:6	75

Perceptual Reasoning Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Block Design	32	9	10:6	37
Picture Concepts	16	8	8:10	25
Matrix Reasoning	20	9	9:10	37

Working Memory Subtest Scores Summary

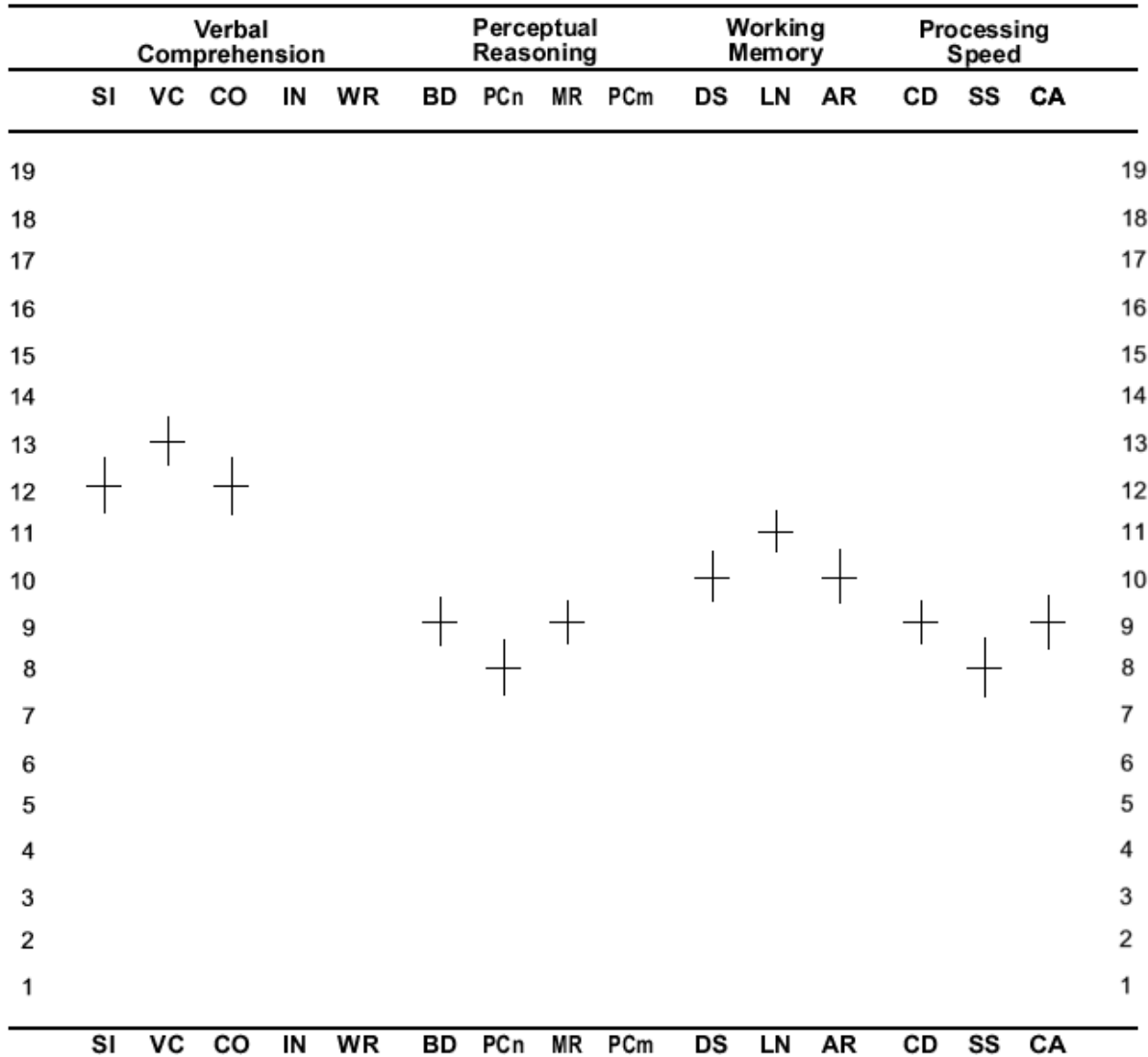
Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Digit Span	16	10	10:10	50
Letter-Number Sequencing	18	11	13:2	63
(Arithmetic)	23	10	10:10	50

Processing Speed Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Coding	45	9	10:6	37
Symbol Search	21	8	9:10	25
(Cancellation)	73	9	10:2	37

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WISC-IV Subtest Scaled Score Profile



Vertical bar represents the Standard Error of Measurement.

Subtest	Score	SEM	Subtest	Score	SEM
Similarities (SI)	12	1.24	Picture Completion (PCm)		
Vocabulary (VC)	13	1.08	Digit Span (DS)	10	1.12
Comprehension (CO)	12	1.31	Letter-Number Sequencing (LN)	11	0.9
Information (IN)			Arithmetic (AR)	10	1.2
Word Reasoning (WR)			Coding (CD)	9	0.99
Block Design (BD)	9	1.08	Symbol Search (SS)	8	1.34
Picture Concepts (PCn)	8	1.24	Cancellation (CA)	9	1.2
Matrix Reasoning (MR)	9	0.99			

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Composite Score Differences

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
VCI - PRI	112	92	20	11	Y	6.1%
VCI - WMI	112	102	10	11.38	N	22.9%
VCI - PSI	112	91	21	12.12	Y	9.7%
PRI - WMI	92	102	-10	11.38	N	24.5%
PRI - PSI	92	91	1	12.12	N	49.3%
WMI - PSI	102	91	11	12.46	N	24.1%

Base Rate by Overall Sample

Statistical Significance (Critical Values) at the .05 level

Subtest Score Differences

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Digit Span - Letter-Number Sequencing	10	11	-1	2.83	N	47.1%
Coding - Symbol Search	9	8	1	3.55	N	40.2%
Similarities - Picture Concepts	12	8	4	3.36	Y	13.0%
Digit Span - Arithmetic	10	10	0	2.94	N	
Letter-Number Sequencing - Arithmetic	11	10	1	2.80	N	44.4%
Coding - Cancellation	9	9	0	3.58	N	
Symbol Search - Cancellation	8	9	-1	3.80	N	43.0%

Statistical Significance (Critical Values) at the .05 level

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Differences between Subtest and Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Diff. from Mean	Critical Value	S/W	Base Rate
Block Design	9	10.1	-1.10	3.01		>25%
Similarities	12	10.1	1.90	3.01		>25%
Digit Span	10	10.1	-0.10	2.87		>25%
Picture Concepts	8	10.1	-2.10	3.39		>25%
Coding	9	10.1	-1.10	3.17		>25%
Vocabulary	13	10.1	2.90	2.70	S	10-25%
Letter-Number Sequencing	11	10.1	0.90	2.63		>25%
Matrix Reasoning	9	10.1	-1.10	2.68		>25%
Comprehension	12	10.1	1.90	3.44		>25%
Symbol Search	8	10.1	-2.10	3.56		>25%

Overall: Mean = 10.1, Scatter = 5, Base Rate = 90.3%
 Statistical Significance (Critical Values) at the .05 level

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Process Summary and Discrepancy Analysis

Process Score	Raw Score	Scaled Score
Block Design No Time Bonus	32	9
Digit Span Forward	9	11
Digit Span Backward	7	10
Cancellation Random	32	8
Cancellation Structured	41	10

Process Score	Raw Score	Base Rate
Longest Digit Span Forward (LDSF)	6	63%
Longest Digit Span Backward (LDSB)	4	72%

Process Discrepancy Comparisons

Process Score	Raw Score 1	Raw Score 2	Difference	Base Rate
LDSF - LDSB	6	4	2	62.4%

Base Rate by All Ages

Subtest/Process Score	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Block Design - Block Design No Time Bonus	9	9	0.00	3.26	N	
Digit Span Forward - Digit Span Backward	11	10	1.00	3.62	N	44.2%
Cancellation Random - Structured	8	10	-2.00	4.40	N	24.6%

Statistical Significance (Critical Values) at the .05 level

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WISC-IV Total Raw Scores

Subtest	Score Range	Raw Score
Block Design	0 to 68	32
Similarities	0 to 44	26
Digit Span	0 to 32	16
Picture Concepts	0 to 28	16
Coding	0 to 119	45
Vocabulary	0 to 68	44
Letter-Number Sequencing	0 to 30	18
Matrix Reasoning	0 to 35	20
Comprehension	0 to 42	28
Symbol Search	0 to 60	21
Picture Completion	0 to 38	
Cancellation	0 to 136	73
Information	0 to 33	
Arithmetic	0 to 34	23
Word Reasoning	0 to 24	
Process Score	Score Range	Raw Score
Block Design No Time Bonus	0 to 50	32
Digit Span Forward	0 to 16	9
Digit Span Backward	0 to 16	7
Cancellation Random	0 to 68	32
Cancellation Structured	0 to 68	41
Longest Digit Span Forward	0,2 to 9	6
Longest Digit Span Backward	0,2 to 8	4

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Summary of WIAT-II Subtest Scores

SUBTESTS*	RAW	STD	95% INTERVAL	PR	NCE	S9	AGE EQU	GRADE EQU
Word Reading	79	72	67- 77	3	11	1	7:8	2:6
Reading Comprehension	108**	83	76- 90	13	26	3	8:8	3:2
Pseudoword Decoding	12	75	70- 80	5	15	2	6:4	1:7
Numerical Operations	28	103	94- 112	58	54	5	11:4	5:8
Math Reasoning	40	91	83- 99	27	37	4	10:0	4:8
Spelling	27	88	82- 94	21	33	3	9:4	3:8
Written Expression	12	78	65- 91	7	19	2	8:0	3:0
Listening Comprehension	22	84	70- 98	14	28	3	8:4	3:2
Oral Expression	20	83	71- 95	13	26	3	7:8	3:0

* WIAT-II age-based normative information was used in the calculation of subtest and composite scores.

** Represents Reading Comprehension weighted raw score.

Summary of WIAT-II Composite and Total Scores

COMPOSITES*	RAW	STD	95% INTERVAL	PR	NCE	S9
Reading	230	75	71- 79	5	15	2
Mathematics	194	96	89- 103	39	44	4
Written Language	166	82	74- 90	12	25	3
Oral Language	167	81	70- 92	10	23	2
Total	757	80	76- 84	9	22	2

* WIAT-II age-based normative information was used in the calculation of subtest and composite scores

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Differences Between Subtest Scores and Mean of Subtest Scores

SUBTESTS	STD SCORE	DIFF. FROM MEAN	SIGNIF.	FREQ	S/W
Word Reading	72	-12.11	.05*	25%	W
Reading Comprehension	83	-1.11	ns	>25%	
Pseudoword Decoding	75	-9.11	.05*	>25%	W
Numerical Operations	103	18.89	.05*	10%	S
Math Reasoning	91	6.89	ns	>25%	
Spelling	88	3.89	ns	>25%	
Written Expression	78	-6.11	ns	>25%	
Listening Comprehension	84	-0.11	ns	>25%	
Oral Expression	83	-1.11	ns	>25%	

Mean of Subtest Standard Scores = 84.11

* significant at the .05 level

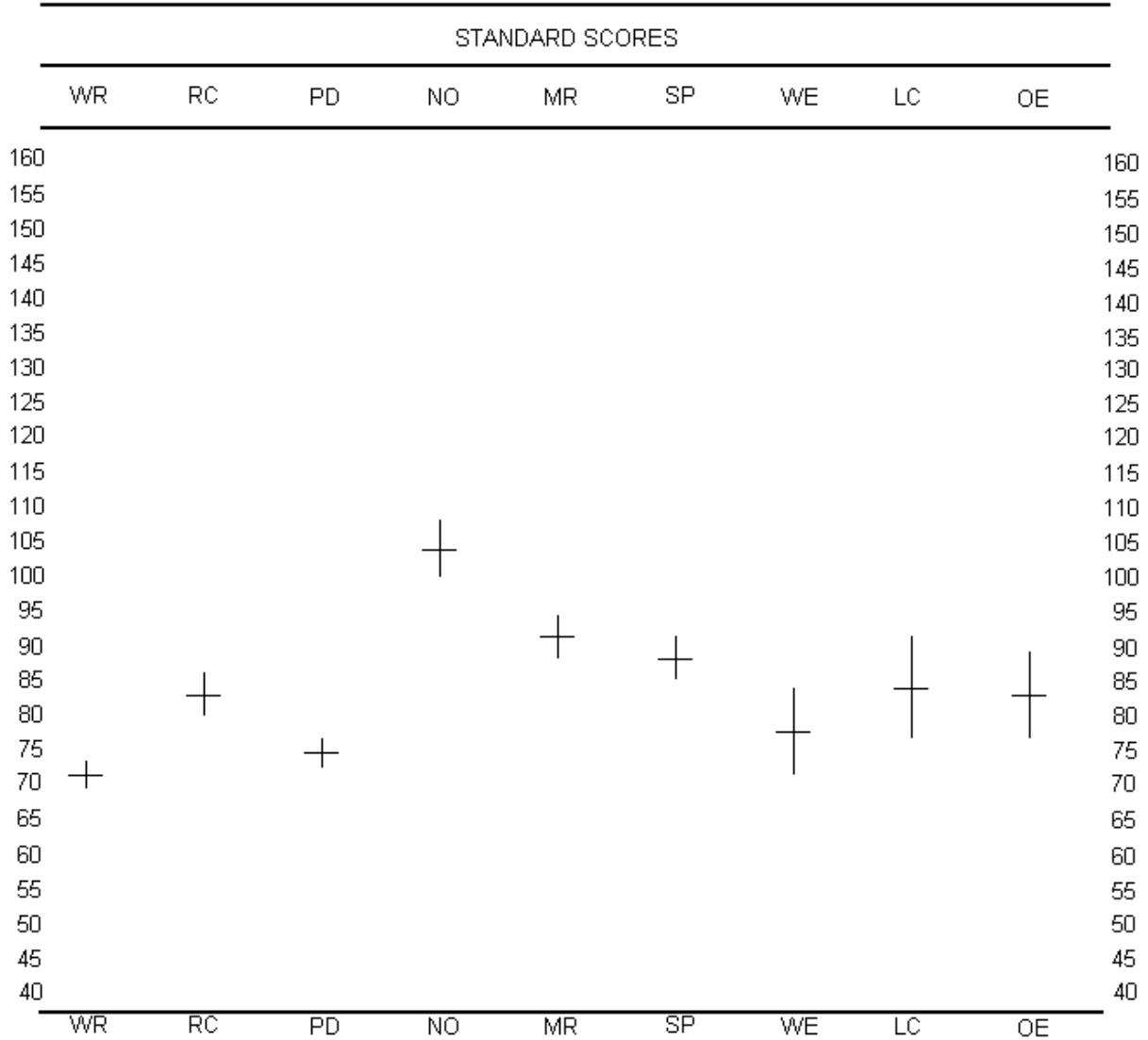
Differences Between Composite Standard Scores

COMPOSITES	DIFFERENCE	SIGNIF.	FREQUENCY
Reading/Mathematics	-21	.05*	7%
Reading/Oral Language	-6	ns	34.9%
Reading/Written Language	-7	.15	30.3%
Mathematics/Oral Language	15	.05*	14.9%
Mathematics/Written Language	14	.05*	14.4%
Oral Language/Written Language	-1	ns	49.2%

* significant at the .05 level

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WIAT-II GRAPH OF SUBTEST STANDARD SCORES



Subtest	SS	SEM	Subtest	SS	SEM
Word Reading (WR)	72	2	Spelling (SP)	88	3
Reading Comprehension (RC)	83	3	Written Expression (WE)	78	6
Pseudoword Decoding (PD)	75	2	Listening Comprehension (LC)	84	7
Numerical Operations (NO)	103	4	Oral Expression (OE)	83	6
Math Reasoning (MR)	91	3			

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WIAT-II Total Raw Scores

Subtest	Total Raw Score
Word Reading	79
Numerical Operations	28
Reading Comprehension	108
Item Set (Grade 5)	16
Spelling	27
Pseudoword Decoding	12
Math Reasoning	40
Written Expression	12
Word Fluency Subtotal	8
Sentences Subtotal	3
Essay/Paragraph Spelling Errors	4
Essay/Paragraph Punctuation Errors	5
Essay/Paragraph Multiple Spellings	1
Essay/Paragraph Organization Subtotal	3
Essay/Paragraph Vocabulary Subtotal	3
Listening Comprehension	22
Receptive Vocabulary Subtotal	10
Sentence Comprehension Subtotal	6
Expressive Vocabulary Subtotal	6
Oral Expression	20
Visual Passage Retell	8
Word Fluency Subtotal	14
Giving Directions	10

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Ability-Achievement Discrepancy Analysis

Date of Ability Testing: 6/12/2003

Ability Score Type: VCI

Ability Score: 112

Predicted-Difference Method

	Predicted Score	Actual Score	Expected Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
WIAT-II SUBTEST						
Word Reading	109	72	37	8.06	Y	<1%
Reading Comprehension	109	83	26	9.89	Y	<1%
Pseudoword Decoding	107	75	32	7.85	Y	<1%
Numerical Operations	107	103	4	16.16	N	>25%
Math Reasoning	108	91	17	12.56	Y	5-10%
Spelling	108	88	20	11.7	Y	4%
Written Expression	107	78	29	15.16	Y	<1%
Listening Comprehension	109	84	25	17.71	Y	<1%
Oral Expression	106	83	23	14.02	Y	4%
COMPOSITES						
Reading	109	75	34	8.24	Y	<1%
Mathematics	108	96	12	12.38	N	15%
Written Language	108	82	26	11.64	Y	1%
Oral Language	109	81	28	13.86	Y	<1%
Total	110	80	30	9.77	Y	<1%

Statistical Significance (Critical Values) at the .01 level