



## 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

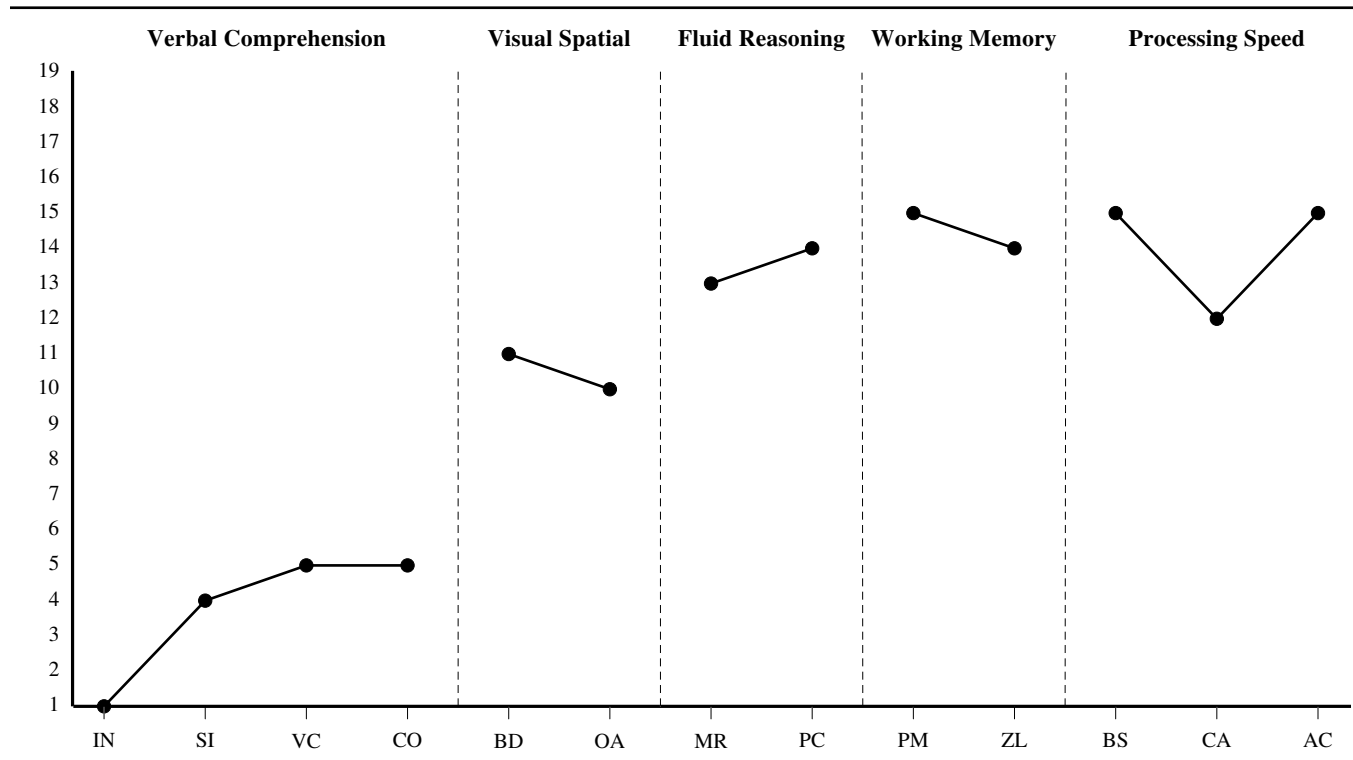
### PRIMARY SUMMARY

#### 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



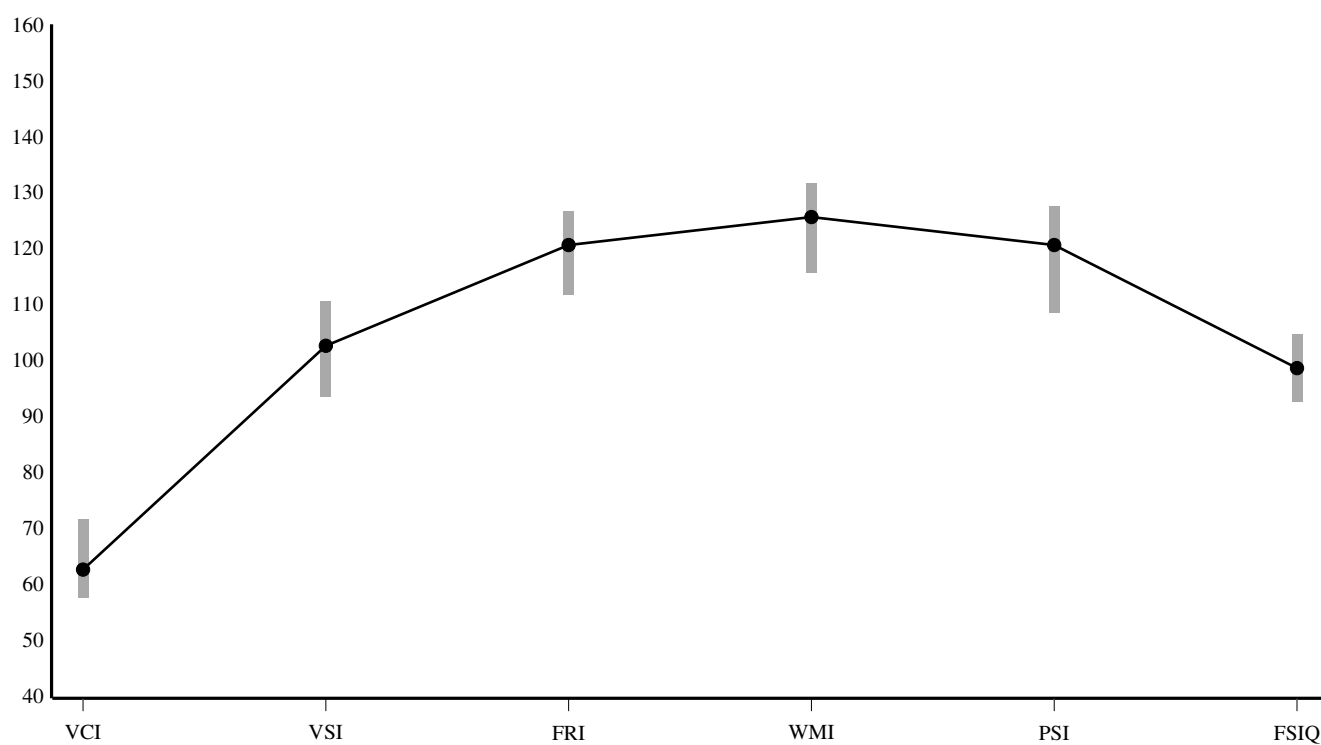
## PRIMARY SUMMARY (CONTINUED)

### 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

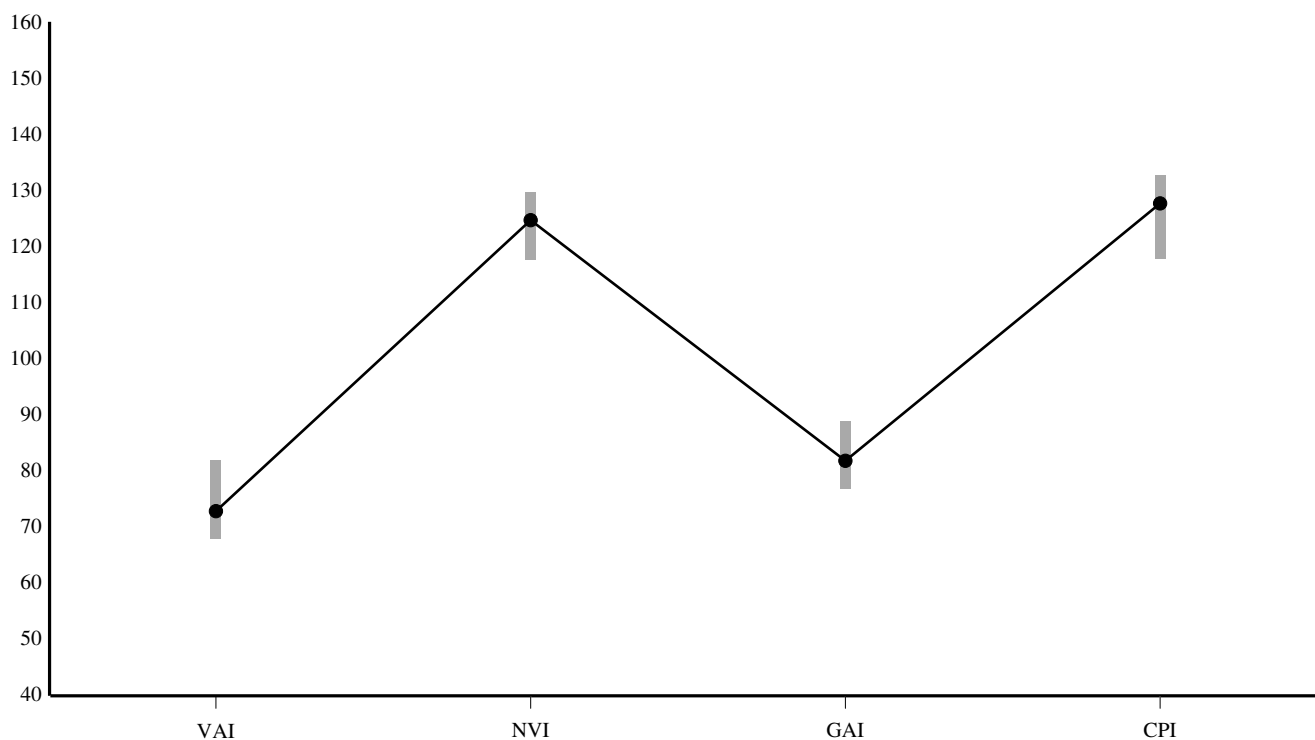
### Scaled Score Summary

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

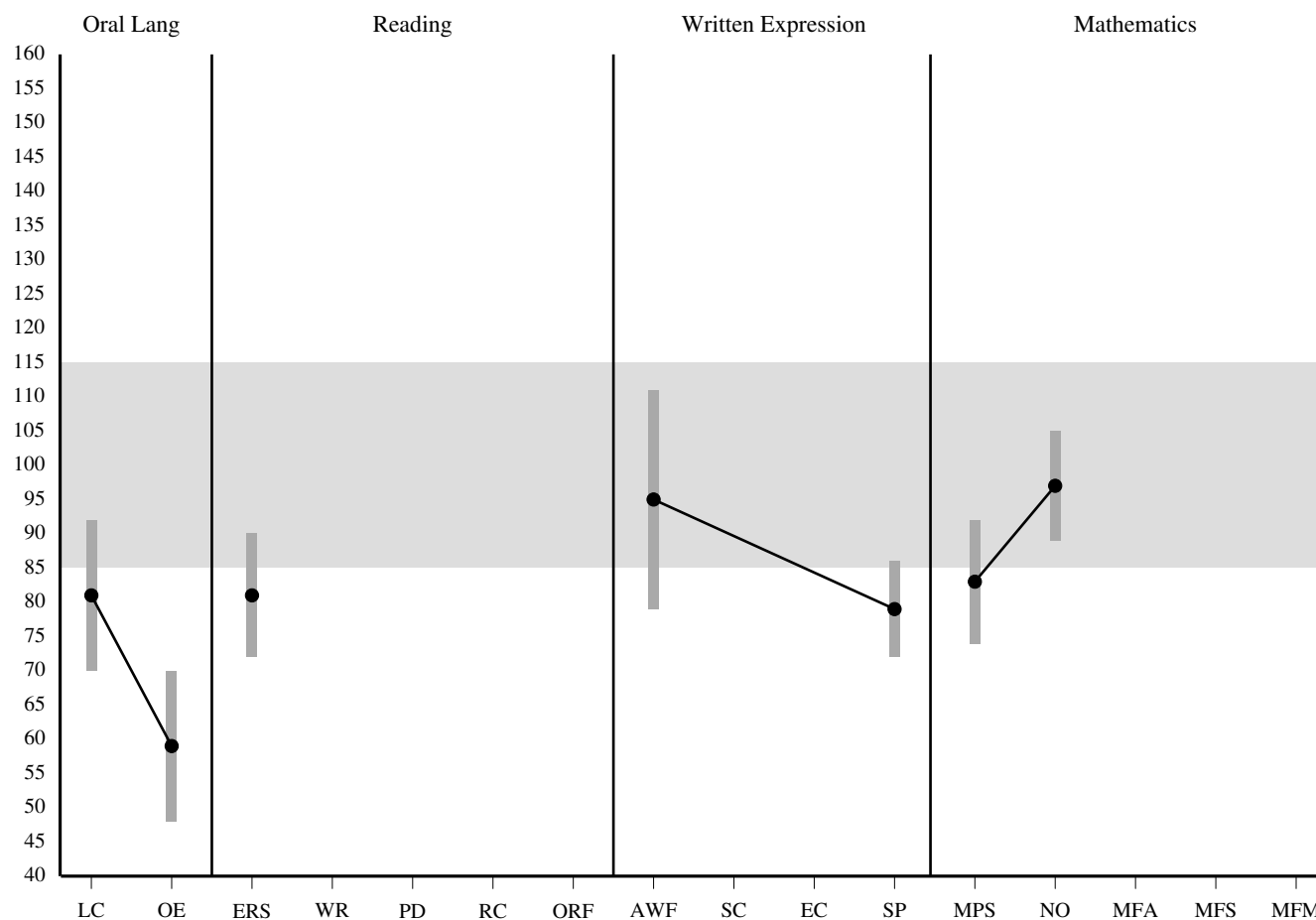
Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Listening Comprehension	-	81	70-92	10	23	2	pk.6	4:4	417
Early Reading Skills	18	81	72-90	10	23	2	pk.9	5:0	400
Math Problem Solving	22	83	74-92	13	26	3	k.2	5:4	312
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%.

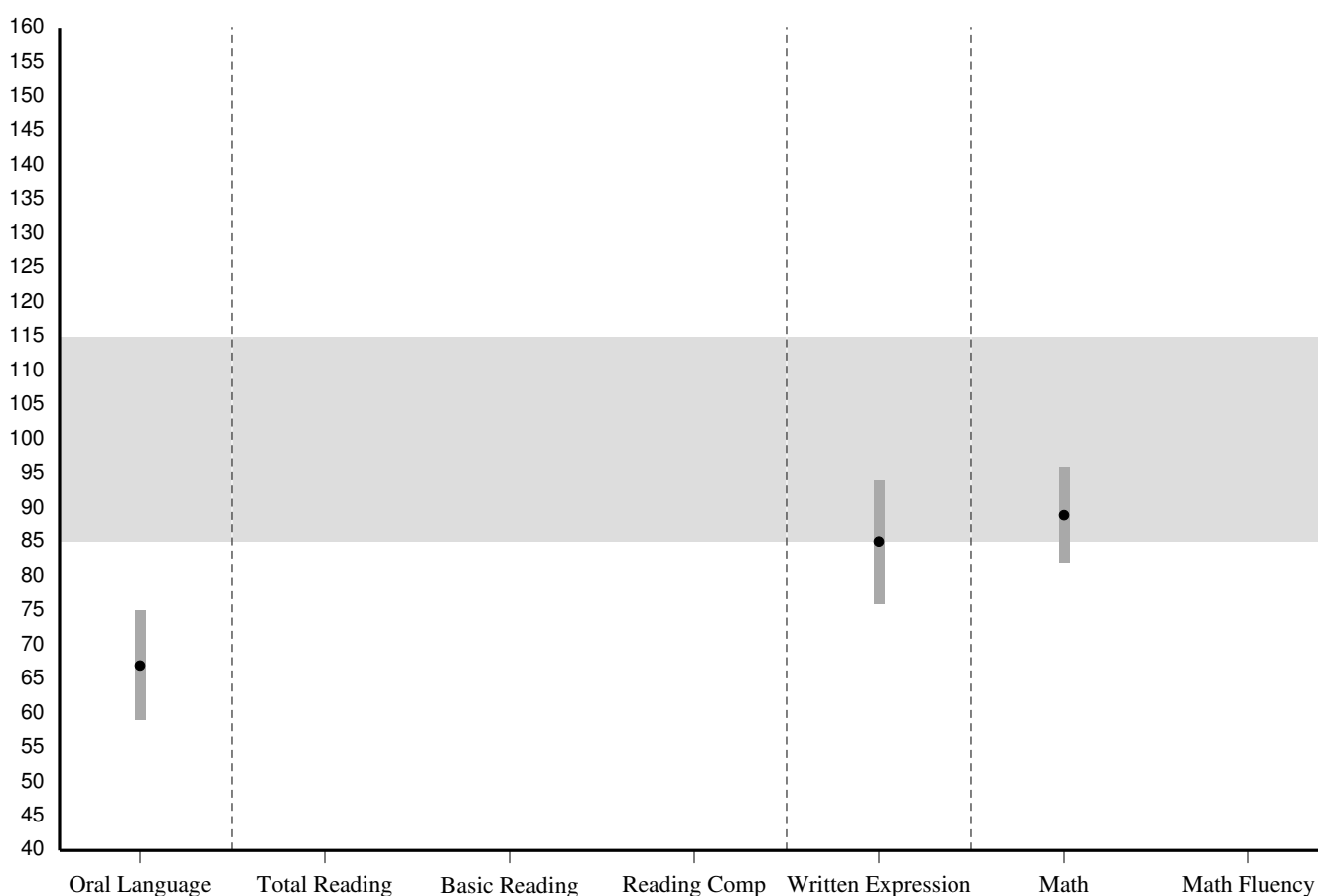
## Subtest Component Score Summary

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 WIAT-III Score	Actual WIAT-III Score	Difference	Critical Value .01	Significant Difference Y/N	Base Rate	Standard Deviation Discrepancy ≥ 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.

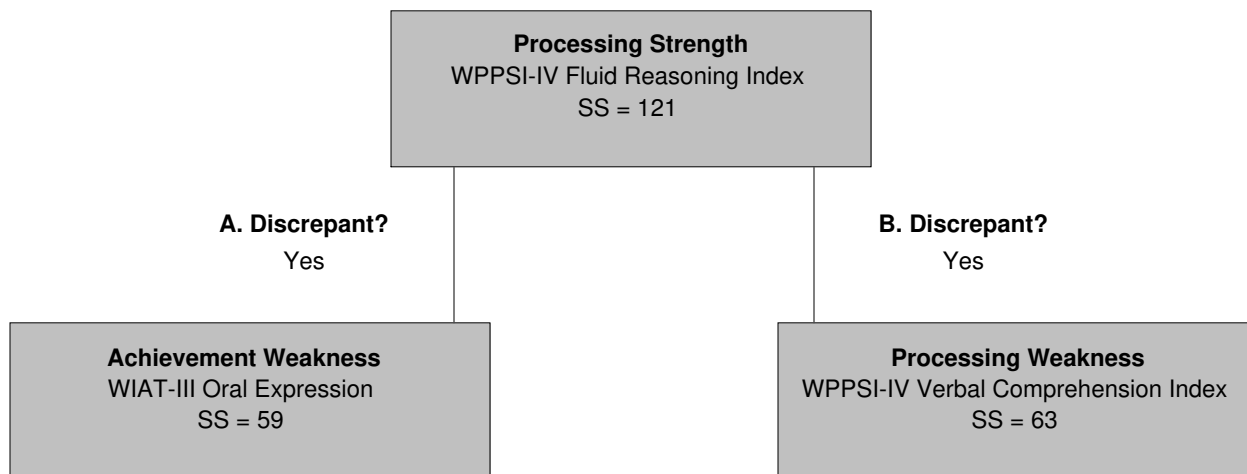
\*Indicates that the achievement score exceeds the ability score.

### 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/Achievement Weakness	121	59	62	18.15	Y	Yes
<b>B</b> Processing Strength/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 by Skill	Max. Errors by Skill	% Correct	
				By Skill	By Feature
Naming	Naming Letters: Vowels	0	4	100%	100%
	Naming Letters: Consonants	0	7	100%	
Letter-Sound 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 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 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