Score Report

Student Name	Sample Report 1	Date of Report	10/02/2011
Student ID	52164	Grade	6
Date of Birth	01/09/1998	Home Language	English
Gender	Female	Handedness	Right
Race/Ethnicity	White/Caucasian	Examiner Name	Sample Examiner

| Test Administered	WISC–IV Core/Supplemental (14/09/2010)	Age at Testing	12 years 0 months	Retest?	No
	WIAT–III (14/09/2010)		12 years 0 months		No

WISC–IV Comments

WIAT–III Comments

WISC–IV Results

Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension (VCI)	24	89	23	83-97	Low Average
Perceptual Reasoning (PRI)	25	89	23	82-98	Low Average
Working Memory (WMI)	15	86	18	79-95	Low Average
Processing Speed (PSI)	15	85	16	78-95	Low Average
Full Scale (FSIQ)	79	84	14	79-90	Low Average

WISC–IV Composite Score Profile
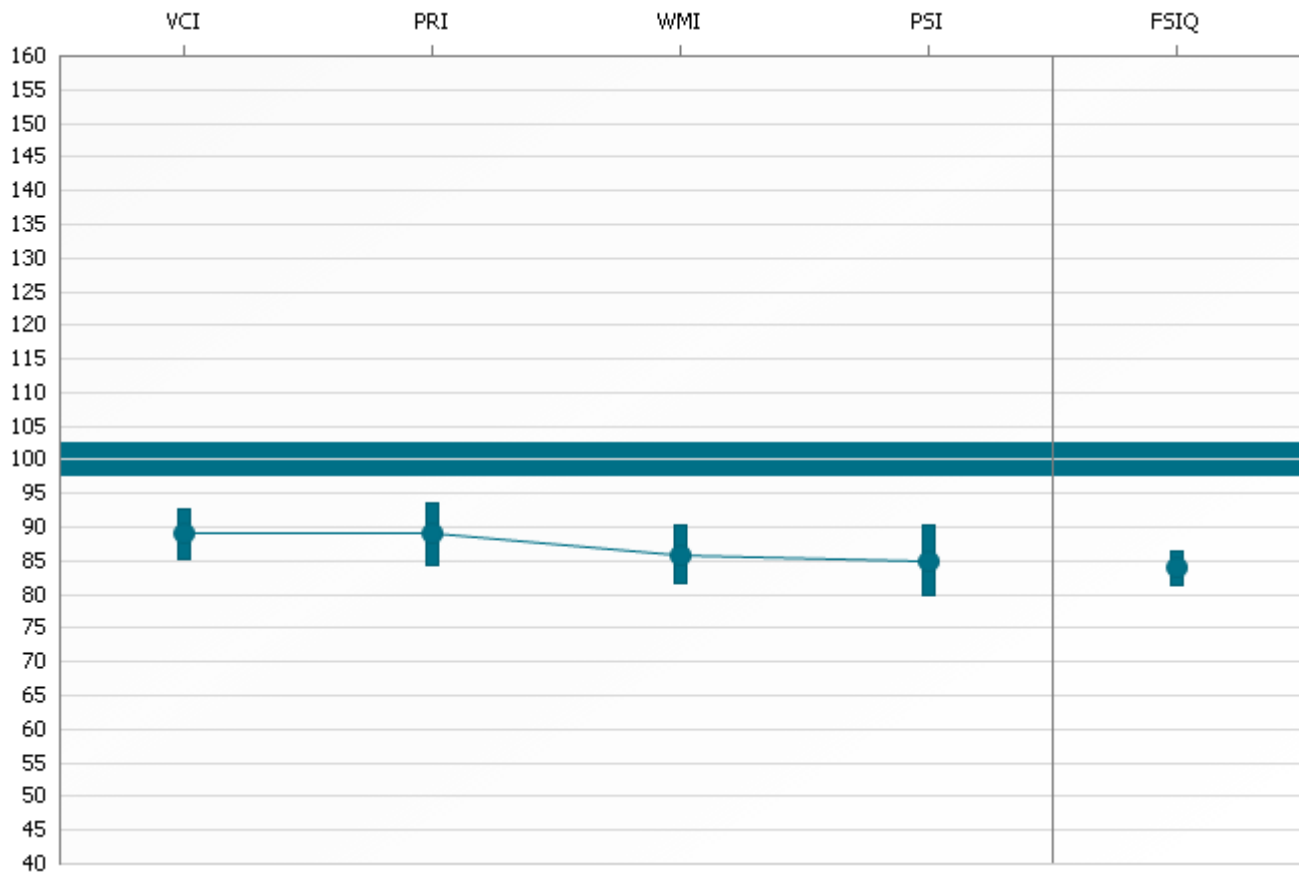
Note. Vertical bar represents the Standard Error of Measurement (*SEM*).

WISC–IV Composite Scores and Standard Error of Measurement

Composite	Score	*SEM*
VCI	89	3.67
PRI	89	4.5
WMI	86	4.24
PSI	85	5.2
FSIQ	84	2.6

Composite Score Differences

Index Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y / N	Base Rate
VCI - PRI	89	89	0	11.38	N	
VCI - WMI	89	86	3	10.99	N	44.6%
VCI - PSI	89	85	4	12.47	N	41.4%
PRI - WMI	89	86	3	12.12	N	44.3%
PRI - PSI	89	85	4	13.48	N	38.7%
WMI - PSI	86	85	1	13.15	N	45.5%

Note. Base Rate by Overall Sample
Statistical Significance (Critical Values) at the .05 level

Differences between Subtest and Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Diff.	Critical Value	S / W	Base Rate
Block Design	6	7.9	-1.90	3.40		>25%
Similarities	9	7.9	1.10	3.14		>25%
Digit Span	8	7.9	0.10	3.07		>25%
Picture Concepts	10	7.9	2.10	3.52		>25%
Coding	10	7.9	2.10	3.00		>25%
Vocabulary	7	7.9	-0.90	2.88		>25%
Letter-Number Sequencing	7	7.9	-0.90	2.93		>25%
Matrix Reasoning	9	7.9	1.10	2.93		>25%
Comprehension	8	7.9	0.10	3.62		>25%
Symbol Search	5	7.9	-2.90	3.38		10-25%

Note. Overall: Mean = 7.90, Scatter = 5, Base Rate = 88.4%
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	8	7	1	3.11	N	40.8%
Coding - Symbol Search	10	5	5	3.33	Y	5.8%
Similarities - Picture Concepts	9	10	-1	3.50	N	44.0%
Digit Span - Arithmetic	8	6	2	3.20	N	29.8%
Letter-Number Sequencing - Arithmetic	7	6	1	3.12	N	42.3%
Coding - Cancellation	10	8	2	3.42	N	33.6%
Symbol Search - Cancellation	5	8	-3	3.63	N	22.4%

Note. Statistical Significance (Critical Values) at the .05 level

Verbal Comprehension Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtest	Raw Score	Scaled Score	Percentile Rank
Similarities	22	9	37
Vocabulary	32	7	16
Comprehension	23	8	25
(Information)	25	16	98
(Word Reasoning)	20	13	84

Perceptual Reasoning Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

| Subtests	Raw Score	Scaled Score	Percentile Rank
Block Design	25	6	9
Picture Concepts	19	10	50
Matrix Reasoning	22	9	37
(Picture Completion)	24	8	25

Working Memory Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Digit Span	15	8	25
Letter-Number Sequencing	15	7	16
(Arithmetic)	18	6	9

Processing Speed Subtest Scores Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Coding	55	10	50
Symbol Search	16	5	5
(Cancellation)	70	8	25

WISC–IV Subtest Scaled Score Profile
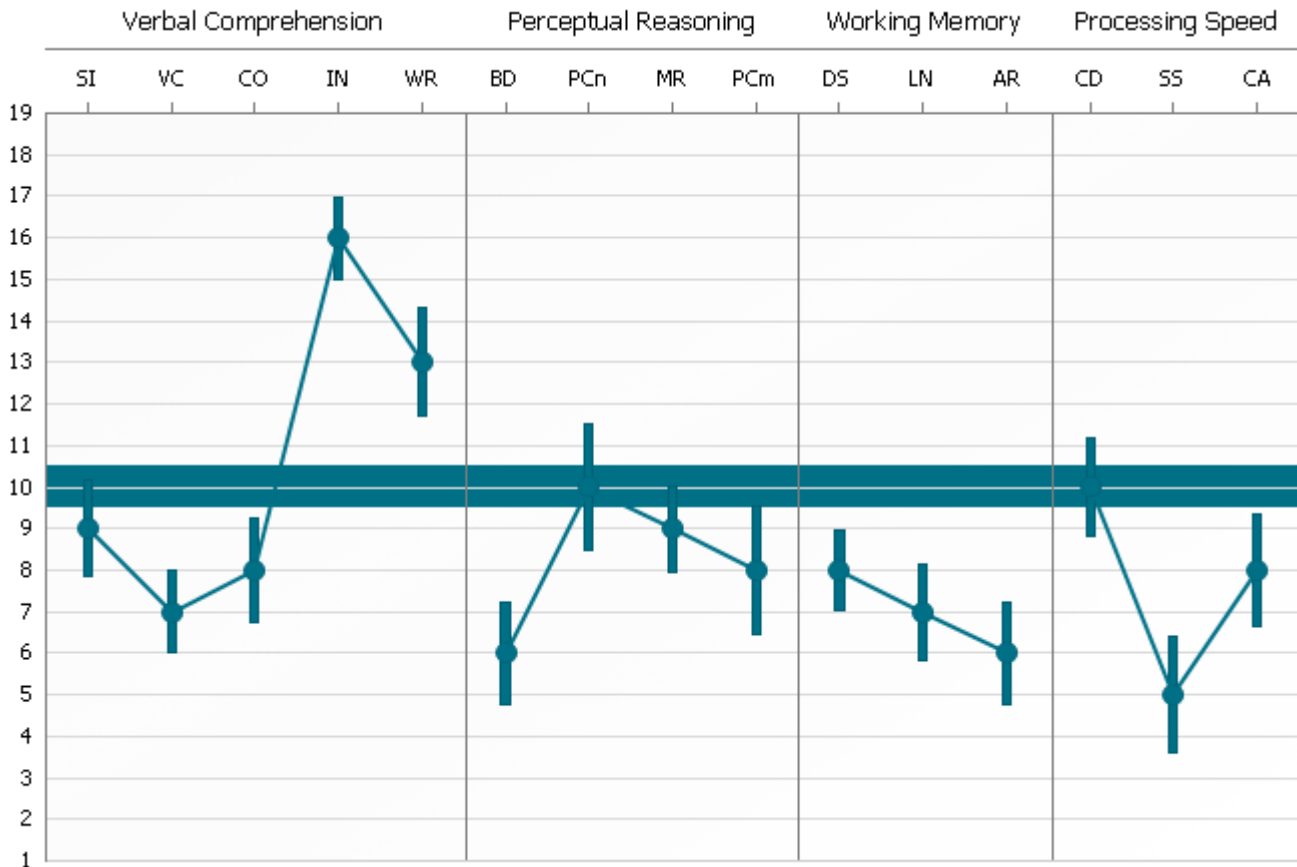
Note. Vertical bar represents the Standard Error of Measurement (*SEM*).

WISC–IV Subtest Scaled Scores and Standard Error of Measurement

Subtest	Score	*SEM*
Similarities (SI)	9	1.16
Vocabulary (VC)	7	0.99
Comprehension (CO)	8	1.24
Information (IN)	16	0.99
Word Reasoning (WR)	13	1.31
Block Design (BD)	6	1.24
Picture Concepts (PCn)	10	1.5
Matrix Reasoning (MR)	9	1.04
Picture Completion (PCm)	8	1.53
Digit Span (DS)	8	0.95
Letter-Number Sequencing (LN)	7	1.16
Arithmetic (AR)	6	1.24
Coding (CD)	10	1.2
Symbol Search (SS)	5	1.41
Cancellation (CA)	8	1.34

Process Summary and Discrepancy Analysis

Process Scores	Raw Score	Scaled Score
Digit Span Forward	10	11
Digit Span Backward	5	6
Cancellation Random	35	9
Cancellation Structured	35	7

Process Discrepancy Comparisons

Subtest / Process Score	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y / N	Base Rate
Digit Span Forward - Digit Span Backward	11	6	5	3.74	Y	7.1%
Cancellation Random - Structured	9	7	2	4.33	N	24.5%

Note. Statistical Significance (Critical Values) at the .05 level

WISC–IV Total Raw Scores

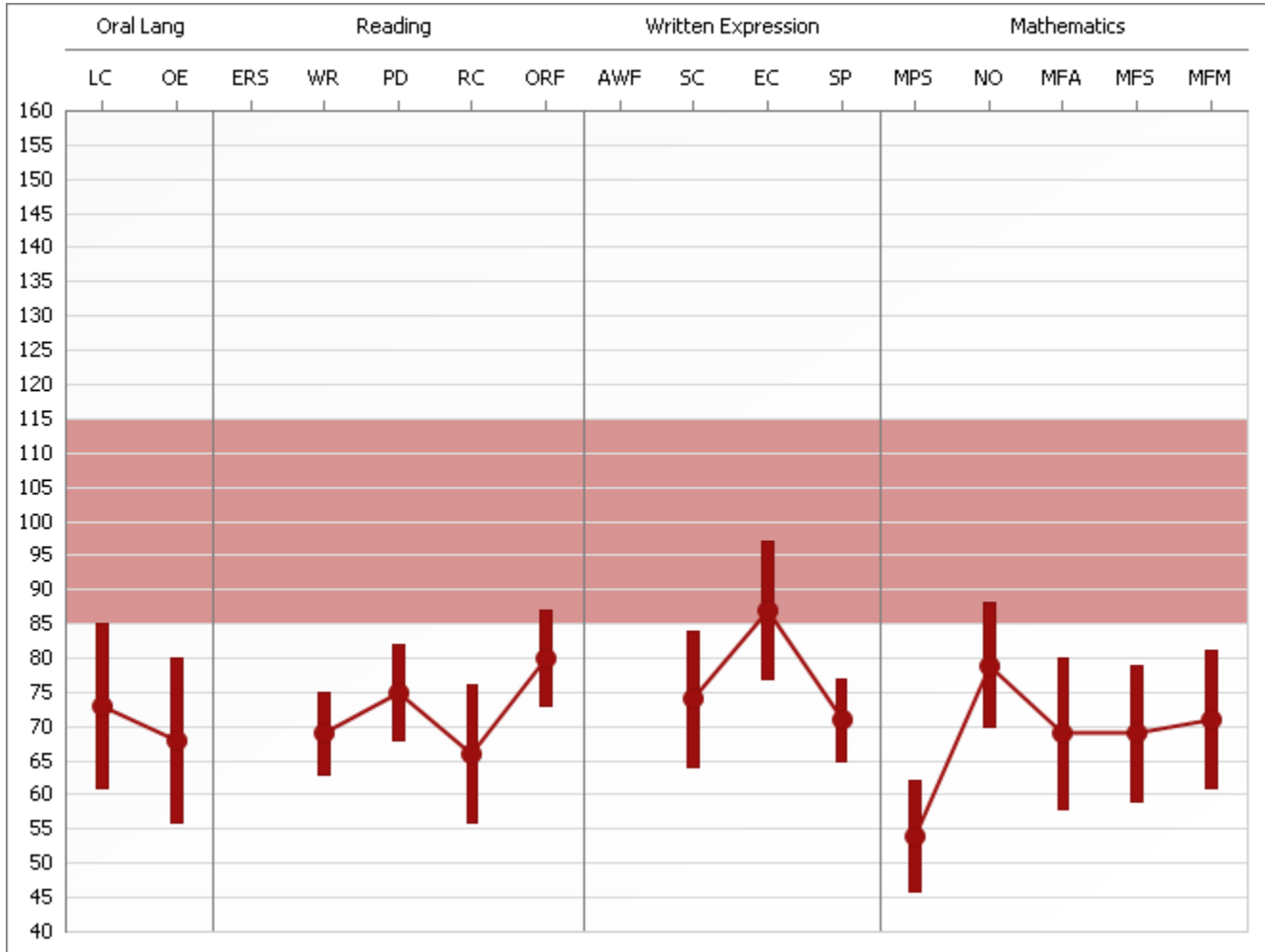| Subtest	Score Range	Raw Score
Block Design	0 to 68	25
Similarities	0 to 44	22
Digit Span	0 to 32	15
Picture Concepts	0 to 28	19
Coding	0 to 119	55
Vocabulary	0 to 68	32
Letter-Number Sequencing	0 to 30	15
Matrix Reasoning	0 to 35	22
Comprehension	0 to 42	23
Symbol Search	0 to 60	16
Picture Completion	0 to 38	24
Cancellation	0 to 136	70
Information	0 to 33	25
Arithmetic	0 to 34	18
Word Reasoning	0 to 24	20
Process Score	**Score Range**	**Raw Score**
Block Design No Time Bonus	0 to 50	
Digit Span Forward	0 to 16	10
Digit Span Backward	0 to 16	5
Cancellation Random	0 to 68	35
Cancellation Structured	0 to 68	35
Longest Digit Span Forward	0,2 to 9	
Longest Digit Span Backward	0,2 to 8	

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	—	73	61–85	4	12	2	2.6	7:6	487
Reading Comprehension	8*	66	56–76	1	2	1	1.5	6:4	450
Math Problem Solving	30	54	46–62	0.1	<1	1	1.4	6:4	381
Sentence Composition	—	74	64–84	4	13	2	2.6	7:8	489
Word Reading	25	69	63–75	2	6	1	2.2	7:4	447
Essay Composition	—	87	77–97	19	32	3	4.4	9:6	510
Pseudoword Decoding	15	75	68–82	5	15	2	2.3	7:4	461
Numerical Operations	24	79	70–88	8	21	2	4.1	9:0	517
Oral Expression	—	68	56–80	2	5	1	1.5	6:4	459
Oral Reading Fluency	81*	80	73–87	9	22	2	4.2	9:4	507
Spelling	16	71	65–77	3	9	1	2.4	7:8	448
Math Fluency—Addition	18	69	58–80	2	6	1	2.9	8:0	442
Math Fluency—Subtraction	10	69	59–79	2	6	1	2.4	7:4	430
Math Fluency—Multiplication	8	71	61–81	3	9	1	3.5	8:8	479

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

* Indicates a raw score that is converted to a weighted raw score (not shown).

† 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%.

Supplemental Subtest Score Summary

Score Name	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Essay Composition: Grammar and Mechanics	1	70	58–82	2	8	1	<3.0	<8:0	N/A
Oral Reading Accuracy	386*	80	67–93	9	22	2	2.4	7:4	N/A
Oral Reading Rate	300*	80	73–87	9	22	2	3.4	8:8	N/A

* Indicates a raw score that is converted to a weighted raw score (not shown).

Cumulative Percentages

|	
Word Reading Speed	The score is the same as or higher than the scores obtained by 10% of students in the normative sample; 90% of students in the normative sample scored higher than this score.
Pseudoword Decoding Speed	The score is the same as or higher than the scores obtained by 25% of students in the normative sample; 75% of students in the normative sample scored higher than this score.

Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
Listening Comprehension						
Receptive Vocabulary	10	82	12	25	3	Below Average
Oral Discourse Comprehension	11	73	4	12	2	Below Average
Sentence Composition						
Sentence Combining	8	81	10	23	2	Below Average
Sentence Building	9	69	2	6	1	Low
Essay Composition						
Word Count	47	80	9	22	2	Below Average
Theme Development and Text Organization	7	94	34	42	4	Average
Oral Expression						
Expressive Vocabulary	8	81	10	23	2	Below Average
Oral Word Fluency	20	73	4	12	2	Below Average
Sentence Repetition	10	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	141	67	57–77	1	4	1	Low
Total Reading	290	70	66–74	2	8	1	Below Average
Basic Reading	144	72	68–76	3	11	1	Below Average
Reading Comprehension and Fluency	146	70	63–77	2	8	1	Below Average
Written Expression	232	74	67–81	4	13	2	Below Average
Mathematics	133	66	59–73	1	2	1	Low
Math Fluency	209	68	62–74	2	5	1	Low
Total Achievement	725	66	62–70	1	2	1	Low
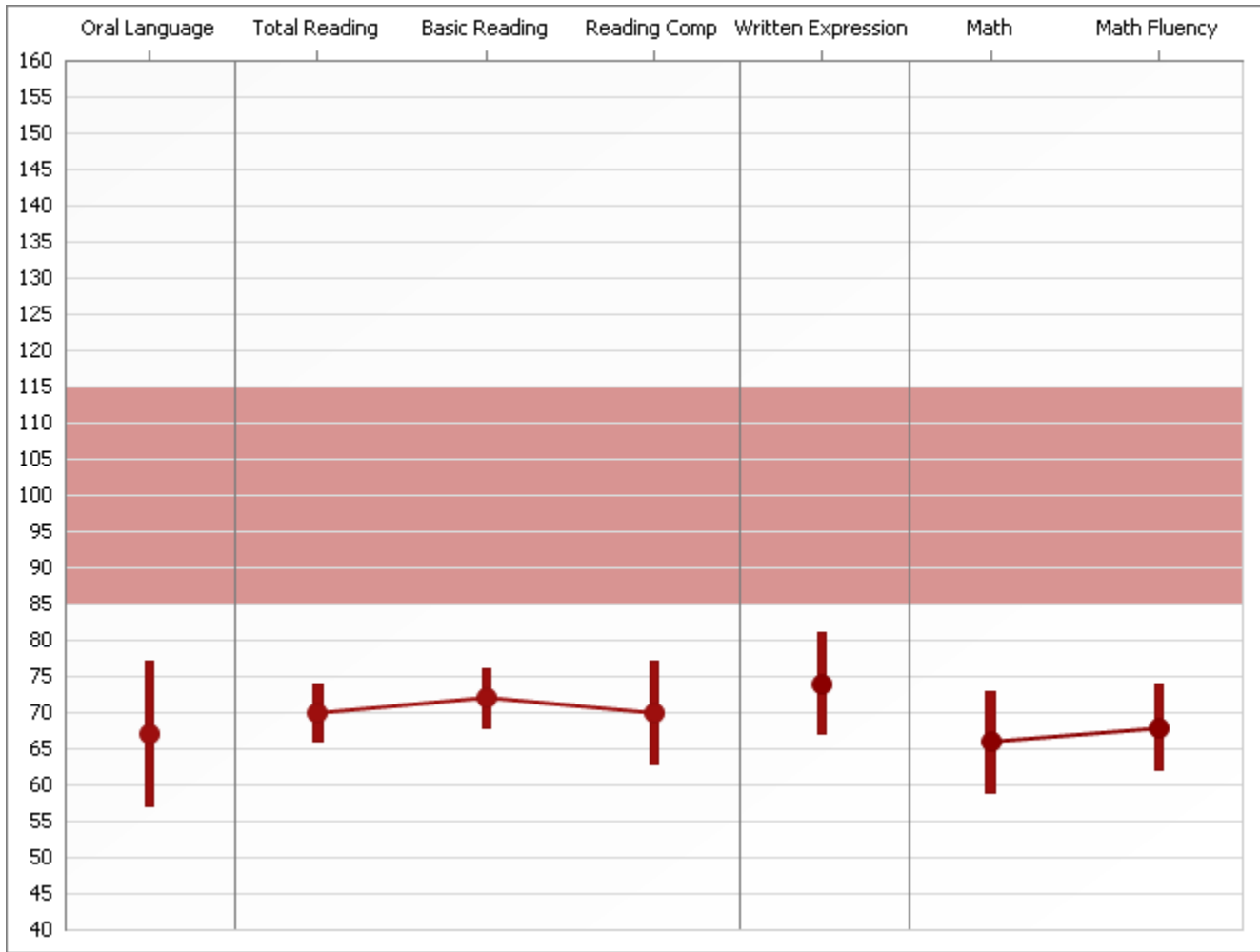
Note. The vertical bars represent the confidence interval at 95%.

Differences Between Composite Standard Scores

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Oral Language vs. Total Reading	-3	12.39	N	>15%
Oral Language vs. Basic Reading	-5	12.04	N	>15%
Oral Language vs. Reading Comprehension and Fluency	-3	14.50	N	>15%
Oral Language vs. Written Expression	-7	14.27	N	>15%
Oral Language vs. Mathematics	1	13.36	N	>15%
Oral Language vs. Math Fluency	-1	13.70	N	>15%
Total Reading vs. Basic Reading	-2	7.57	N	>15%
Total Reading vs. Reading Comprehension and Fluency	0	11.08	N	>15%
Total Reading vs. Written Expression	-4	10.78	N	>15%
Total Reading vs. Mathematics	4	9.53	N	>15%
Total Reading vs. Math Fluency	2	10.00	N	>15%
Basic Reading vs. Reading Comprehension and Fluency	2	10.68	N	>15%
Basic Reading vs. Written Expression	-2	10.37	N	>15%
Basic Reading vs. Mathematics	6	9.07	N	>15%
Basic Reading vs. Math Fluency	4	9.56	N	>15%
Reading Comprehension and Fluency vs. Written Expression	-4	13.15	N	>15%
Reading Comprehension and Fluency vs. Mathematics	4	12.15	N	>15%
Reading Comprehension and Fluency vs. Math Fluency	2	12.52	N	>15%
Written Expression vs. Mathematics	8	11.88	N	>15%
Written Expression vs. Math Fluency	6	12.26	N	>15%
Mathematics vs. Math Fluency	-2	11.18	N	>15%

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

Differences Between Subtest Standard Scores

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Listening Comprehension vs. Reading Comprehension	7	20.09	N	>15%
Oral Expression vs. Word Reading	-1	15.35	N	>15%
Word Reading vs. Pseudoword Decoding	-6	11.39	N	>15%
Oral Reading Fluency vs. Word Reading	11	11.30	N	>15%
Essay Composition vs. Numerical Operations	8	15.35	N	>15%
Essay Composition vs. Math Fluency—Multiplication	16	16.92	N	>15%
Math Problem Solving vs. Listening Comprehension	-19	17.50	Y	>15%
Math Problem Solving vs. Oral Expression	-14	17.04	N	>15%
Numerical Operations vs. Math Fluency—Subtraction	10	15.15	N	>15%

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

Ability–Achievement Discrepancy Analysis

Ability Score Type: WISC–IV FSIQ   Ability Score: 84

Predicted Difference Method

	Predicted WIAT–III Score	Actual WIAT–III Score	Expected Difference	Critical Value .01	Significant Difference Y / N	Base Rate	Standard Deviation Discrepancy ≥1.5 SD
WIAT–III Subtest							
Listening Comprehension	91	73	18	16.05	Y	≤10%	N
Reading Comprehension	93	66	27	14.38	Y	≤5%	Y
Math Problem Solving	90	54	36	11.89	Y	≤1%	Y
Sentence Composition	97	74	23	13.48	Y	≤10%	Y
Word Reading	91	69	22	8.07	Y	≤5%	N
Essay Composition	93	87	6	13.81	N	>15%	N
Essay Composition: Grammar and Mechanics	90	70	20	16.68	Y	≤5%	N
Pseudoword Decoding	95	75	20	8.06	Y	≤10%	N
Numerical Operations	92	79	13	11.00	Y	>15%	N
Oral Expression	89	68	21	15.49	Y	≤5%	N
Oral Reading Fluency	93	80	13	10.84	Y	>15%	N
Oral Reading Accuracy	93	80	13	16.32	N	>15%	N
Oral Reading Rate	93	80	13	10.77	Y	>15%	N
Spelling	93	71	22	9.36	Y	≤5%	N
Math Fluency—Addition	92	69	23	15.94	Y	≤5%	Y
Math Fluency—Subtraction	92	69	23	13.36	Y	≤5%	Y
Math Fluency—Multiplication	95	71	24	12.44	Y	≤5%	Y
WIAT–III Composite							
Oral Language	89	67	22	13.26	Y	≤5%	N
Total Reading	90	70	20	7.28	Y	≤5%	N
Basic Reading	93	72	21	6.33	Y	≤10%	N
Reading Comprehension and Fluency	91	70	21	11.09	Y	≤5%	N
Written Expression	93	74	19	10.07	Y	≤10%	N
Mathematics	90	66	24	9.93	Y	≤5%	Y
Math Fluency	93	68	25	9.36	Y	≤5%	Y
Total Achievement	88	66	22	7.87	Y	≤5%	N

Note. Base rates and standard deviation discrepancies are not reported when the achievement score equals or exceeds the ability scores.

Pattern of Strengths and Weaknesses Analysis

Area of Achievement Weakness	WIAT–III	Mathematics: 66				
Area of Processing Weakness	WISC–IV	PSI: 85				
Area of Processing Strength	WISC–IV	PRI: 89				

Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value .01	Significant Difference Y / N	Supports SLD hypothesis? Yes / No
A Processing Strength / Achievement Weakness	89	66	23	14.48	Y	Yes
B Processing Strength / Processing Weakness	89	85	4	17.73	N	No

The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. This analysis should always be used within a comprehensive evaluation that incorporates multiple sources of information.

Pattern of Strengths and Weaknesses Model

Processing Strength
WISC–IV Perceptual Reasoning Index
SS = 89

A. Discrepant?
Yes

B. Discrepant?
No

Achievement Weakness
WIAT–III Mathematics
SS = 66

Processing Weakness
WISC–IV Processing Speed Index
SS = 85