

## Clinician Report

Student Name:	Sample Report 2	Date of Report:	11/02/2011
Student ID:	84579	Grade:	N/A
Date of Birth:	25/01/1986	Home Language:	English
Gender:	Male	Handedness:	Right
Race/Ethnicity:	Asian	Examiner Name:	Sample Examiner

Test Administered:	WIAT-III (11/02/2011)	Age at Testing:	25 years 0 months	Retest?	No
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WIAT-III Comments:

### WIAT-III

### Age Based Scores

#### Subtest Score Summary

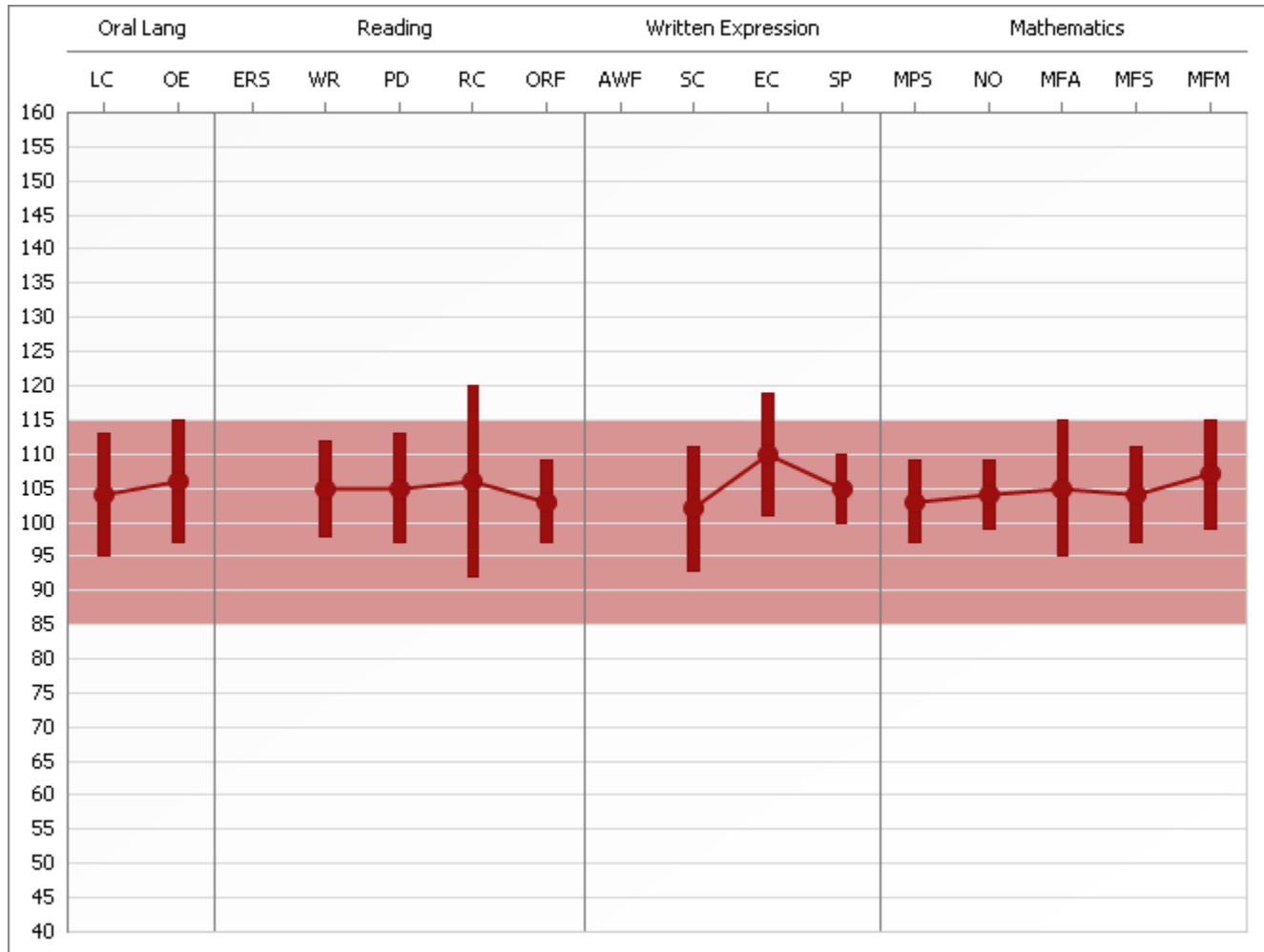
Subtest	Raw Score	Standard Score	90%	Normal	Grade Equiv.	Age Equiv.	Growth Score		
			Confidence Interval	Percentile Rank				Curve Equiv. Stanine	
Listening Comprehension	—	104	95–113	61	56	6	N/A	N/A	N/A
Reading Comprehension	44*	106	92–120	66	58	6	N/A	N/A	N/A
Math Problem Solving	59	103	97–109	58	54	5	N/A	N/A	N/A
Sentence Composition	—	102	93–111	55	53	5	N/A	N/A	N/A
Word Reading	68	105	98–112	63	57	6	N/A	N/A	N/A
Essay Composition	—	110	101–119	75	64	6	N/A	N/A	N/A
Pseudoword Decoding	46	105	97–113	63	57	6	N/A	N/A	N/A
Numerical Operations	42	104	99–109	61	56	6	N/A	N/A	N/A
Oral Expression	—	106	97–115	66	58	6	N/A	N/A	N/A
Oral Reading Fluency	161*	103	97–109	58	54	5	N/A	N/A	N/A
Spelling	52	105	100–110	63	57	6	N/A	N/A	N/A
Math Fluency—Addition	45	105	95–115	63	57	6	N/A	N/A	N/A
Math Fluency—Subtraction	39	104	97–111	61	56	6	N/A	N/A	N/A
Math Fluency—Multiplication	34	107	99–115	68	60	6	N/A	N/A	N/A

— 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 90%.

## Supplemental Subtest Score Summary

Score Name	Raw Score	Standard Score	90% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Essay Composition:									
Grammar and Mechanics	134	104	94–114	61	56	6	N/A	N/A	N/A
Oral Reading Accuracy	373*	93	80–106	32	40	4	N/A	N/A	N/A
Oral Reading Rate	139*	104	97–111	61	56	6	N/A	N/A	N/A

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

## Cumulative Percentages

<b>Word Reading Speed</b>	The score is the same as or higher than the scores obtained by 50% of students in the normative sample; 50% of students in the normative sample scored higher than this score.
<b>Pseudoword Decoding Speed</b>	The score is the same as or higher than the scores obtained by 50% of students in the normative sample; 50% of students in the normative sample scored higher than this score.

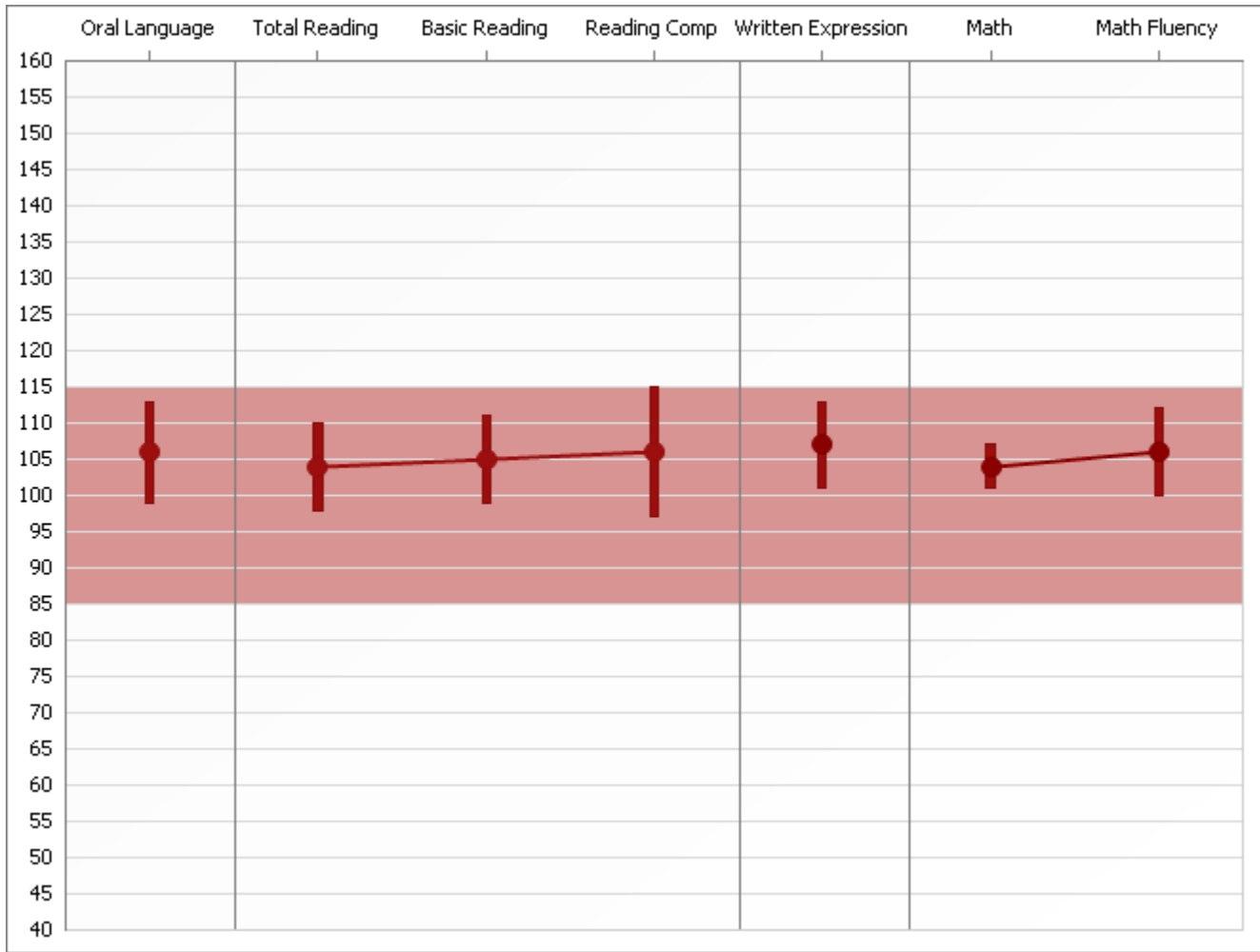
## Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
<b>Listening Comprehension</b>						
Receptive Vocabulary	16	101	53	51	5	Average
Oral Discourse Comprehension	22	106	66	58	6	Average
<b>Sentence Composition</b>						
Sentence Combining	18	100	50	50	5	Average
Sentence Building	26	104	61	56	6	Average
<b>Essay Composition</b>						
Word Count	190	117	87	74	7	Above Average
Theme Development and Text Organization	10	102	55	53	5	Average
<b>Oral Expression</b>						
Expressive Vocabulary	15	108	70	61	6	Average
Oral Word Fluency	40	106	66	58	6	Average
Sentence Repetition	24	101	53	51	5	Average

## Composite Score Summary

Composite	Sum of Subtest Standard Scores	Standard Score	90% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Qualitative Description
Oral Language	210	106	99–113	66	58	6	Average
Total Reading	419	104	98–110	61	56	6	Average
Basic Reading	210	105	99–111	63	57	6	Average
Reading Comprehension and Fluency	209	106	97–115	66	58	6	Average
Written Expression	317	107	101–113	68	60	6	Average
Mathematics	207	104	101–107	61	56	6	Average
Math Fluency	316	106	100–112	66	58	6	Average
Total Achievement	1048	106	102–110	66	58	6	Average

## Composite Score Profile



*Note.* The vertical bars represent the confidence interval at 90%.

## Differences Between Composite Standard Scores

Comparison	Difference	Critical Value (Significance Level .05)	Significant Difference Y/N	Base Rate
Oral Language vs. Total Reading	2	10.56	N	>15%
Oral Language vs. Basic Reading	1	9.44	N	>15%
Oral Language vs. Reading Comprehension and Fluency	0	9.55	N	>15%
Oral Language vs. Written Expression	-1	11.21	N	>15%
Oral Language vs. Mathematics	2	9.76	N	>15%
Oral Language vs. Math Fluency	0	9.11	N	>15%
Total Reading vs. Basic Reading	-1	8.90	N	>15%
Total Reading vs. Reading Comprehension and Fluency	-2	9.00	N	>15%
Total Reading vs. Written Expression	-3	10.76	N	>15%
Total Reading vs. Mathematics	0	9.23	N	>15%
Total Reading vs. Math Fluency	-2	8.54	N	>15%
Basic Reading vs. Reading Comprehension and Fluency	-1	7.67	N	>15%
Basic Reading vs. Written Expression	-2	9.66	N	>15%
Basic Reading vs. Mathematics	1	7.93	N	>15%
Basic Reading vs. Math Fluency	-1	7.12	N	>15%
Reading Comprehension and Fluency vs. Written Expression	-1	9.76	N	>15%
Reading Comprehension and Fluency vs. Mathematics	2	8.05	N	>15%
Reading Comprehension and Fluency vs. Math Fluency	0	7.26	N	>15%
Written Expression vs. Mathematics	3	9.97	N	>15%
Written Expression vs. Math Fluency	1	9.34	N	>15%
Mathematics vs. Math Fluency	-2	7.53	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 .05)	Significant Difference Y/N	Base Rate
Listening Comprehension vs. Reading Comprehension	-2	15.08	N	>15%
Pseudoword Decoding vs. Oral Expression	-1	10.57	N	>15%
Reading Comprehension vs. Pseudoword Decoding	1	13.37	N	>15%
Spelling vs. Word Reading	0	8.77	N	>15%
Math Problem Solving vs. Numerical Operations	-1	9.11	N	>15%
Math Fluency—Subtraction vs. Numerical Operations	0	9.76	N	>15%

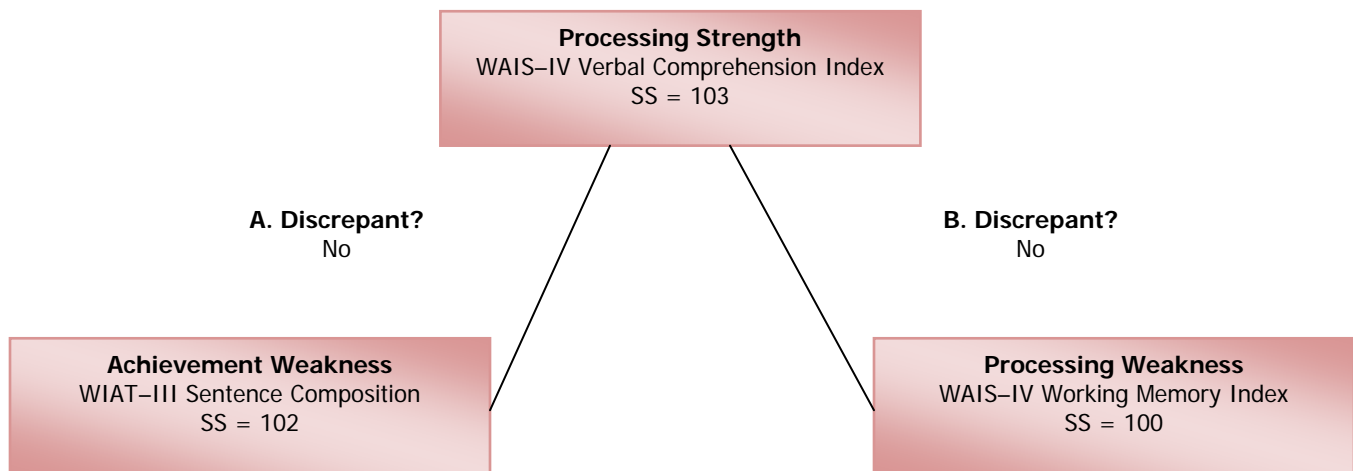
*Note.* A negative difference indicates that the second subtest has a higher score than the first subtest listed in the comparison.

### Pattern of Strengths and Weaknesses Analysis

Area of Achievement Weakness	WIAT-III	Sentence Composition: 102				
Area of Processing Weakness	WAIS-IV	WMI: 100				
Area of Processing Strength	WAIS-IV	VCI: 103				
Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value .05	Significant Difference Y / N	Supports SLD hypothesis? Yes / No
<b>A</b> Processing Strength / Achievement Weakness	103	102	1	13.15	N	No
<b>B</b> Processing Strength / Processing Weakness	103	100	3	10.69	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



## WIAT-III Skills Analysis Report

### Reading Comprehension Grades 9-12+ Item Set

Skill	Total Errors by Skill	Max. Errors by Skill	% Correct by Skill
Literal	0	11	100%
Inferential	2	14	86%

### Spelling

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct	
				By Skill	By Feature
Word Types	Homophones	0	6	100%	100%
Morphology Types	Common Prefixes/ Word Beginnings	0	21	100%	100%
	Common Suffixes/ Word Endings	0	25	100%	
Vowel Types	VCE Syllables	0	8	100%	98%
	Irregular Vowels	0	13	100%	
	Single Short Vowels	1	33	97%	
	Single Long Vowels	0	9	100%	
	Schwa Vowel Sounds	1	33	97%	
	Vowel Digraphs	0	6	100%	
	Diphthongs	0	3	100%	
	R-Controlled Vowels	0	9	100%	
	Silent Vowels	0	8	100%	
	Consonant Types	C-le Syllables	-	-	
Consonant Digraphs		1	9	89%	
Single Consonants		1	114	99%	
Double Consonants		0	8	100%	
S as \z\ or \zh\ T as \sh\ or \ch\ R-Family Blends		0	5	100%	
L-Family Blends		0	6	100%	
S-Family Blends		0	4	100%	
Consonant Blends/Clusters		0	9	100%	
Silent Consonants		0	6	100%	
Other		Insertions	0		
	Mis-Sequence of Sounds	1			
	Whole Word Error	0			



## WIAT-III Intervention Goal Statements Report

### Reading Comprehension

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#### Inferential

Items with Errors: 63, 74

#### Annual Goal

- Given a/an (circle: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (circle: aloud, silently) and then answer \_\_\_\_ (circle: oral, written), (circle: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions with \_\_\_\_ percent accuracy, looking back to the passage as needed to help answer the questions.

**Note:** Teachers may encourage students to provide support/evidence for their answers by reading aloud parts of the text that provide the basis for their inferences. In some cases, students may tell about background information and personal experiences that led to an inference; students should be encouraged to apply such knowledge to the understanding of texts, but also to find text-based justification for their inferences.

#### Short-Term Objectives

- Given a/an (circle: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (circle: aloud, silently) and then answer \_\_\_\_ (circle: oral, written), (circle: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions about who, what, when, where, and why information that was not explicitly stated in the passage with \_\_\_\_ percent accuracy, looking back to the passage as needed to answer the questions.
- Given a/an (circle: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (circle: aloud, silently) and then answer \_\_\_\_ (circle: oral, written), (circle: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions about the beliefs, thoughts, intentions, feelings, or emotions experienced by a specific character and not explicitly stated in the passage with \_\_\_\_ percent accuracy, looking back to the passage as needed to help answer the questions.
- Given a/an (circle: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (circle: aloud, silently) and then sequence \_\_\_\_ events, some of which were not explicitly stated in the passage, by ordering cards that show pictures/words that describe each event with no more than \_\_\_\_ errors, looking back to the passage as needed to answer the questions.
- Given a/an (circle: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (circle: aloud, silently) and then answer \_\_\_\_ oral, open-ended inferential questions about predicting events and outcomes based upon what the text implies with \_\_\_\_ percent accuracy.

**Note:** The student may also read a portion of a passage/chapter, predict events/outcomes, and then continue reading for confirmation.

- Given a/an (circle: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (circle: aloud, silently) and then identify (say/mark) whether a/an (circle: oral, written) statement is a main idea or a detail with no more than \_\_\_\_ errors, looking back to the passage as needed to answer the questions.
- Given a/an (circle: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (circle: aloud, silently) and then orally define \_\_\_\_ unfamiliar words, using context to help determine word meaning, with \_\_\_\_ percent accuracy.

## Sentence Composition

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### Semantics and Grammar

#### Annual Goals

- When asked to write \_\_\_\_ sentences that each include a different target word, the student will write a complete sentence that uses the target word with no more than \_\_\_\_ errors in semantics, grammar, or syntax.

Target words will include (*circle*): nouns, verbs, adverbs, adjectives, pronouns, prepositions, articles, conjunctions

- When asked to combine (*circle*: two, three) written sentences into one complete sentence that means the same thing as the target sentences, the student will write a complete sentence that combines all essential information from the target sentences with no more than \_\_\_\_ errors in semantics, grammar, or syntax.

Example: My dog is friendly. My dog's name is Benji. My dog likes to run. (Student writes: Benji, my friendly dog, likes to run.)

#### Short-Term Objectives

- Given \_\_\_\_ carrier phrases, the student will write complete sentences that begin with each given carrier phrase with no more than \_\_\_\_ errors in semantics, grammar, or syntax.

Examples of carrier phrases: I have always...; I have never...; Today after school...; if I found a dog...

- Given \_\_\_\_ (*circle*: simple, compound, complex) sentences with a grammar/syntax error, the student will correct the grammar/syntax error with \_\_\_\_ percent accuracy.

Examples: I gave my dog their food; I have a brother who I love; That's where me and my mom like to go.

- Given \_\_\_\_ pictures (of social situations, landscapes, animals, etc.), the student will write a complete sentence about the picture with no more than \_\_\_\_ errors in semantics, grammar, or syntax.
- Given three written words, the student will write a complete sentence that uses the three words (in any order, adding as many words as needed, without changing the three target words) with no more than \_\_\_\_ errors in semantics, grammar, or syntax.

Example: cat small can (Student writes: I can see the small cat.)

## Mechanics

### Annual Goals

- When asked to write \_\_\_\_ sentences that each include a different target word, the student will write a complete sentence that uses the target word with no more than \_\_\_\_ errors in spelling, punctuation, or capitalization.

Target words will include (*circle*): nouns, verbs, adverbs, adjectives, pronouns, prepositions, articles, conjunctions

- When asked to combine (*circle*: two, three) written sentences into one complete sentence that means the same thing as the target sentences, the student will write a complete sentence that combines all essential information from the target sentences with no more than \_\_\_\_ errors in spelling, punctuation, or capitalization.

Example: My dog is friendly. My dog's name is Benji. My dog likes to run. (Student writes: Benji, my friendly dog, likes to run.)

### Short-Term Objectives

- Given \_\_\_\_ (*circle*: simple, compound, complex) sentences with no capitalization or punctuation, the student will add correct capitalization and punctuation with \_\_\_\_ percent accuracy.

Examples: where are you going after school; i love to play soccer and i also like to play basketball; i saw my friend my sister and my brothers two friends.

- Given \_\_\_\_ pictures (of social situations, landscapes, animals, etc.), the student will write a complete sentence about each picture with no more than \_\_\_\_ errors in spelling, punctuation, and capitalization.
- Given three written words, the student will write a complete sentence that uses the three words (in any order, adding as many words as needed, without changing the three target words) with no more than \_\_\_\_ errors in spelling, punctuation, and capitalization.

Example: cat small can (Student writes: I can see the small cat.)

## Spelling

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### Single Short Vowels

Items with Errors: 54

#### Annual Goal

- Given a list of \_\_\_\_ (*circle/enter*: one, two, three, \_\_\_\_ ) words that contain single short vowel sounds (that the student can read), the student will listen to each word dictated within the context of a sentence, and then spell (write) the list of words with no more than \_\_\_\_ errors.

Single short vowels will include (*circle*): a, e, i, o, u.

Word examples: bag, man, bed, fence, fish, big, fog, pot, bug, sun

### Short-Term Objectives

- Given \_\_\_\_ two-syllable words containing (*circle*: one, two) closed syllables, with the words broken apart into syllables and mixed up (using syllable cards or syllables printed on a sheet of paper), the student will listen to a target word spoken aloud and spell the target word by selecting the appropriate syllables and connecting them (by putting the syllable cards together, or by drawing a line to connect the syllables on the page) with no more than \_\_\_\_ errors.

Short vowel sounds will include (*circle*): a, e, i, o, u.

Syllable card examples: [for][est], [win][dow], [thun][der], [tim][id]

- Given a list of \_\_\_\_ short sentences that the student can read, each containing (*circle/enter*: one, two, three, \_\_\_\_ ) words with single short vowel sounds, the student will write the sentences from dictation with no more than \_\_\_\_ single short vowel spelling errors.

Single short vowels will include (*circle*): a, e, i, o, u.

- The student will respond to a/an (*circle*: expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than \_\_\_\_ single short vowel spelling errors uncorrected.

Single short vowels will include (*circle*): a, e, i, o, u.

### Schwa Vowel Sounds

**Items with Errors: 56**

#### Annual Goal

- Given a list of \_\_\_\_ (*circle/enter*: one, two, three, \_\_\_\_ ) words that contain schwa vowel sounds (and that the student can read), the student will listen to each word dictated within the context of a sentence, and then spell (write) the list of words with no more than \_\_\_\_ errors.

Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

Schwa vowel (a) examples: above, alone, disappoint

### Short-Term Objectives

- Given a list of \_\_\_\_ short sentences that the student can read, each containing (*circle/enter*: one, two, three, \_\_\_\_ ) words with schwa vowel sounds, the student will write the sentences from dictation with no more than \_\_\_\_ schwa vowel spelling errors.

Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

- The student will respond to a/an (*circle*: expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than \_\_\_\_ schwa vowel sound spelling errors uncorrected.

Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

## Consonant Digraphs

Items with Errors: 53

### Annual Goal

- Given a list of \_\_\_\_ (*circle/enter*: one, two, three, \_\_\_\_) -syllable words that the student can read and that contain a consonant digraph in the (*circle*: initial, medial, final) position, the student will listen to each word dictated within the context of a sentence, and then spell (write) the list of words with no more than \_\_\_\_ errors.

Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.

Word examples: chop, shop, posh, wash, bath, why

### Short-Term Objectives

- Given \_\_\_\_ (*circle*: one, two) -syllable words that the student can read and that contain a consonant digraph in the (*circle*: initial, medial, final) position, the student will listen to each target word spoken aloud, and then select and sequence letter cards to spell each target word with no more than \_\_\_\_ errors.

Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.

Card examples: [ch] [o] [p], [sh] [o] [p], [p] [o] [sh]

- Given a list of \_\_\_\_ (*circle/enter*: one, two, three, \_\_\_\_) -syllable words that the student can read and that contain a consonant digraph in the (*circle*: initial, medial, final) position, with the consonant digraph omitted and a blank space inserted, the student will listen to each word as it is read aloud, and then write in the missing consonant digraph with no more than \_\_\_\_ errors.

Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.

List example: wa\_ \_ , ba\_ \_ , \_ \_op, \_ \_ y

- Given a list of \_\_\_\_ short sentences that the student can read, each containing (*circle/enter*: one, two, three, \_\_\_\_) words with a consonant digraph, the student will write the sentences from dictation with no more than \_\_\_\_ consonant digraph spelling errors.

Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.

- The student will respond to a/an (*circle*: expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than \_\_\_\_ consonant digraph spelling errors uncorrected.

Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, \_\_\_\_.

## Single Consonants

Items with Errors: 56

### Annual Goal

- Given a dictated list of \_\_\_\_ (*circle*: one, two) - syllable words that the student can read and that contain single consonants, the student will spell (write) each word with no more than \_\_\_\_ single consonant errors.

Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. Word examples: tap, sip, bad, mop

### Short-Term Objectives

- Given a list of \_\_\_\_ (*circle*: closed/open), (*circle*: one/two/three/four/five) - syllable words (appropriate for the student's reading level) with single consonant(s) omitted in the (*circle*: initial/medial/final) position, the student will listen to each word as it is read aloud, and then write in the missing consonant(s) with \_\_\_\_ percent accuracy.

Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Word examples: \_ice; \_ip, si\_, be\_in

- Given a dictated list of \_\_\_\_ short sentences that the student can read, each containing (*circle/enter*: one, two, three, \_\_\_\_ ) words with single consonants, the student will write the sentences from dictation with no more than \_\_\_\_ single consonant spelling errors.

Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

- The student will respond to a/an (*circle*: expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than \_\_\_\_ single consonant spelling errors uncorrected.

Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

### Mis-Sequence of Sounds

**Items with Errors: 53**

#### Annual Goal

- Given a list of \_\_\_\_ (*circle/enter*: one, two, \_\_\_\_ ) - syllable spelling words that the student can read, the student will spell each word from (*circle*: regular, slow) dictation with no more than \_\_\_\_ (*circle*: phoneme, syllable) sequencing errors.

**Note:** Slow dictation involves saying each word slowly, emphasizing each phoneme and syllable.

#### Short-Term Objectives

- Given \_\_\_\_ (*circle/enter*: one, two, \_\_\_\_ ) -syllable words that the student can read, the student will listen to each word spoken aloud and then pronounce the word one (*circle*: phoneme, syllable) at a time, pausing between each, with no more than \_\_\_\_ errors.

**Note:** Some students may benefit from touching a finger and thumb together (beginning with the index finger, ending with the pinky finger, and starting again), while saying each phoneme.

- Given \_\_\_\_ (*circle/enter*: one, two, \_\_\_\_ ) -syllable words, the student will listen to each word spoken aloud and then write in the missing (*circle*: phoneme, syllable) of each word with no more than \_\_\_\_ errors.

Phoneme deletion examples: th\_nder, ti\_id, Eng\_ish

Syllable deletion examples: \_\_\_\_der, ti\_\_\_\_, Eng\_\_\_\_

- Given a list of \_\_\_ short sentences, each containing words that the student can read, the student will write the sentences from dictation with no more than \_\_\_\_ (*circle*: phoneme, syllable) sequencing errors.
  
- The student will respond to a/an (*circle*: expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than \_\_\_\_ (*circle*: phoneme, syllable) sequencing errors uncorrected.