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Ability-Achievement Discrepancy Tables for Use With the WIAT[®]-II

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Ability-Achievement Discrepancy Tables for Use With the WIAT[®]-II

Louise O'Donnell, Eric Rolfhus, Kim Diehl, Larry Weiss, and Colin Elliott

The *Wechsler Individual Achievement Test[®]—Second Edition* (WIAT-II; Psychological Corporation, 2002) and the *Differential Ability Scales[®]* (DAS; Elliott, 1990) were administered to 100 children, 6 to 16 years old. This linking sample was collected during the 2002 school year and based on a sample representative of the U.S. population (2000 US Census). The DAS–WIAT–II linking sample was balanced by sex (50% female, 50% male) and had the following proportions of race/ethnicity: 58% White, 22% Hispanic, 15% African-American, and 5% Other. The sample also was stratified by four parent education levels: less than high school, high school or equivalent, some college, or 4 or more years of college. The following parent education levels were reported for the sample: 15% less than high school, 32% high school or equivalent, 30% some college, and 23% with 4 or more years of college. Compared to the 2000 US Census, the DAS–WIAT–II linking sample closely represents parent education levels and race/ethnicity for ages 6–16 years, with a somewhat higher percentage of Hispanic students included in the sample. See Figure 1 on the following page.

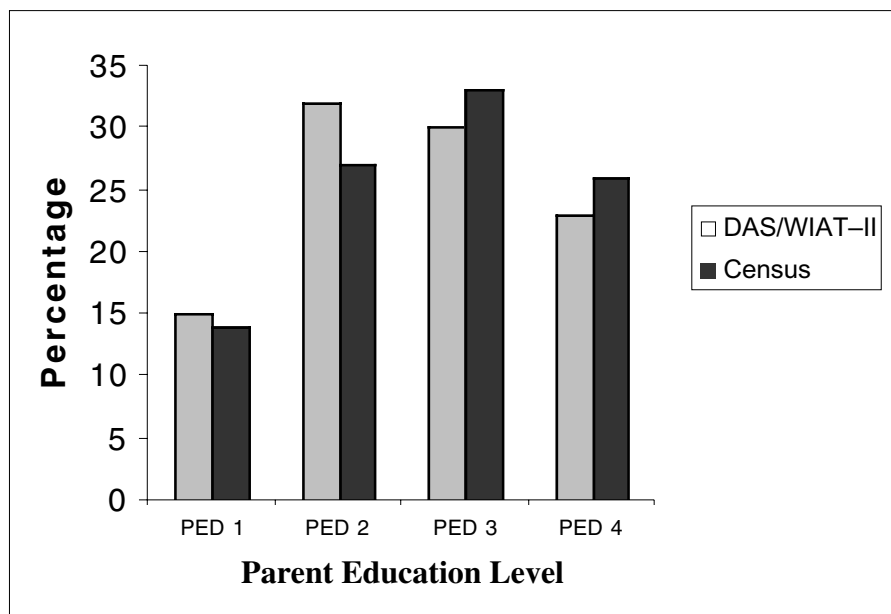
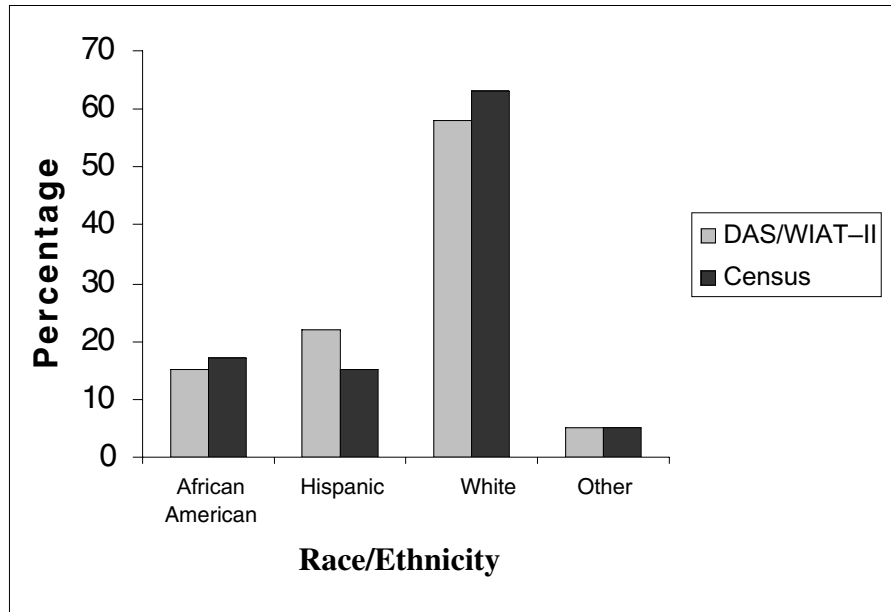


FIGURE 1. Demographic Characteristics of the DAS and WIAT-II Linking Sample and the U.S. Population

The mean DAS General Conceptual Ability Score (GCA), the Verbal Ability Score (Verbal), the Nonverbal Reasoning Ability Score (Nonverbal), the Spatial Ability Score (Spatial), and the Special Nonverbal Composite Score (Special Nonverbal) were 100.2 (15.5), 100.7 (15.6), 100.8 (14.8), 98.8 (14.3), and 99.8 (14.7), respectively.

These data were used to create the tables of predicted WIAT–II scores. These predicted scores may be based upon the obtained DAS GCA score, or alternatively upon the obtained DAS Verbal, Nonverbal Reasoning, or Spatial cluster scores (see Tables 1.1–1.5). *Note:* Ten cases in the linking sample were weighted to adjust the sample mean and standard deviation so that they were closer to a mean standard score of 100 and a standard deviation of 15 standard score points.

The results of comparisons between intellectual ability and academic achievement have been used as a primary administrative criterion in determining eligibility for special educational services since the enactment of the IDEA in 1990. There are two commonly used methods for comparing intellectual ability and academic achievement—the *predicted-achievement* method and the *simple-difference* method. The predicted-achievement method is generally preferred because the formula takes into account the reliabilities and the correlations between the two measures. In the simple-difference method, the observed ability and achievement scores are compared. In both methods, the examiner must take into account the statistical significance and base rate of the differences. The WIAT–II Examiner’s Manual (The Psychological Corporation, 2002) details the rationale for choosing one of these methods and the statistical procedures involved.

Despite the widespread use of *discrepancy analysis*, examiners are cautioned to read and reflect on the inherent complexities of establishing true discrepancies and the many sources of measurement error. In particular, examiners are cautioned to consider the conceptual difficulties with simply subtracting achievement scores from IQ—the simple-difference method (Kavale & Forness, 1995; Reynolds, 1990). The prediction of achievement from estimates of intelligence is never perfect, and to minimize prediction error, users are encouraged to use methods such as the predicted-achievement approach.

Recent concern has emerged about the slow learner or the individual with complex attention disorders who may pose difficulties during assessment and exhibit poor performance in achievement and ability. Children whose achievement scores are substantially lower than their ability scores may be classified as *low achievers* (Kavale, 1995). However, not all children classified as low achievers are learning disabled, and such a diagnosis would require further evaluation. Professional practice guidelines suggest the presentation of discrepancy information in the context of a complete assessment, including input from tests, teacher and home observations, clinical observations, and medical and scholastic history. A thorough review of each individual’s behaviors and performance by a team of educators, assessment

professionals, and parents should also be included in the assessment. The use of only a numerical discrepancy score for identification of learning disabilities is not recommended (Kavale & Forness, 1995; Salvia & Ysseldyke, 1991).

Predicted-Achievement Method

The accuracy of discrepancy analysis is enhanced when the correlation between ability and achievement scores is taken into account. The predicted-achievement method is well established and has been in use for decades. More recent advocates of its use are Shepard (1980); Braden and Weiss (1988); Kavale and Forness (1995); and Konold (1999). Technically, with this method, the ability score is used in a regression equation to predict the expected achievement score for an individual. Thorndike (1963) explained the rationale as: “It is necessary to define *underachievement* as the discrepancy of actual achievement from the predicted value, predicted on the basis of a regression equation between aptitude and achievement” (p. 13).

Tables 1.1–1.5 provide the WIAT–II Subtest and Composite Standard Scores predicted from the DAS scores for children age 6:0–16:11. Table 2.1 provides the differences between the predicted and actual WIAT–II subtest and composite standard scores required for statistical significance using the DAS scores. Tables 2.2–2.6 provide the differences between predicted and actual WIAT–II subtest and composite standard scores obtained by various percentages of children in the DAS linking sample.

Simple-Difference Method

As stated earlier, this method is less accurate than the predicted-achievement method for discrepancy analysis, and the results should be interpreted with caution. With the simple-difference method, a WIAT–II standard score is subtracted directly from the DAS standard score. The proper use of simple-differences requires consideration of statistical significance of the difference. In addition, as recommended by assessment professionals such as Sattler (2001), the frequency of discrepancies in the norming or linking samples should be considered.

Table 3.1 provides the differences between ability and actual WIAT–II subtest and composite standard scores required for statistical significance using the DAS scores. Tables 3.2–3.6 provide differences between ability and actual WIAT–II subtest and composite standard scores obtained by various percentages of children in the DAS linking sample based on the DAS scores.

For further information regarding the appropriate use and interpretation of these methods, consult either the WIAT–II Examiner’s Manual (pp. 152–158) or the DAS Introductory and Technical Handbook (pp. 95–97). Also refer to the WIAT–II Examiner’s Manual for the formula’s used in calculating Tables 2.1 and 3.1. Note that the formulas were calculated using correlations obtained in this sample and reliabilities reported in the DAS Technical Manual and WIAT–II Examiner’s Manual.

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TABLE 1.1 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS GCA Scores for Children 6:0–16:11

GCA Score	Subtest Standard Scores										Composite Standard Scores					GCA Score
	Word Reading	Numerical Operations	Reading Comprehension	Spelling	Pseudoword Decoding	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Written Language	Oral Language	Total		
40	62	57	58	62	63	52	66	57	66	59	53	61	55	51	40	
41	62	58	59	62	64	53	67	58	66	60	54	62	56	52	41	
42	63	59	59	63	65	54	68	59	67	61	55	62	57	53	42	
43	64	60	60	64	65	54	68	60	68	61	56	63	57	54	43	
44	64	60	61	64	66	55	69	60	68	62	56	64	58	55	44	
45	65	61	62	65	66	56	69	61	69	63	57	64	59	55	45	
46	65	62	62	65	67	57	70	62	69	63	58	65	60	56	46	
47	66	62	63	66	68	58	70	62	70	64	59	66	60	57	47	
48	67	63	64	67	68	58	71	63	70	65	59	66	61	58	48	
49	67	64	64	67	69	59	71	64	71	65	60	67	62	59	49	
50	68	65	65	68	70	60	72	65	72	66	61	68	63	60	50	
51	69	65	66	69	70	61	73	65	72	67	62	68	63	60	51	
52	69	66	66	69	71	62	73	66	73	67	63	69	64	61	52	
53	70	67	67	70	71	62	74	67	73	68	63	69	65	62	53	
54	71	67	68	71	72	63	74	67	74	69	64	70	66	63	54	
55	71	68	69	71	73	64	75	68	74	69	65	71	66	64	55	
56	72	69	69	72	73	65	75	69	75	70	66	71	67	64	56	
57	72	69	70	72	74	66	76	69	75	71	66	72	68	65	57	
58	73	70	71	73	74	66	76	70	76	71	67	73	69	66	58	
59	74	71	71	74	75	67	77	71	77	72	68	73	69	67	59	
60	74	72	72	74	76	68	78	72	77	73	69	74	70	68	60	
61	75	72	73	75	76	69	78	72	78	73	70	75	71	68	61	
62	76	73	73	76	77	70	79	73	78	74	70	75	72	69	62	
63	76	74	74	76	77	70	79	74	79	75	71	76	72	70	63	
64	77	74	75	77	78	71	80	74	79	76	72	77	73	71	64	
65	78	75	76	78	79	72	80	75	80	76	73	77	74	72	65	
66	78	76	76	78	79	73	81	76	81	77	73	78	75	72	66	
67	79	77	77	79	80	74	82	77	81	78	74	79	75	73	67	
68	80	77	78	80	80	74	82	77	82	78	75	79	76	74	68	
69	80	78	78	80	81	75	83	78	82	79	76	80	77	75	69	
70	81	79	79	81	82	76	83	79	83	80	77	81	78	76	70	
71	81	79	80	81	82	77	84	79	83	80	77	81	78	77	71	
72	82	80	80	82	83	78	84	80	84	81	78	82	79	77	72	
73	83	81	81	83	84	78	85	81	85	82	79	82	80	78	73	
74	83	82	82	83	84	79	85	82	85	82	80	83	81	79	74	
75	84	82	83	84	85	80	86	82	86	83	81	84	81	80	75	
76	85	83	83	85	85	81	87	83	86	84	81	84	82	81	76	
77	85	84	84	85	86	82	87	84	87	84	82	85	83	81	77	
78	86	84	85	86	87	82	88	84	87	85	83	86	84	82	78	
79	87	85	85	87	87	83	88	85	88	86	84	86	84	83	79	
80	87	86	86	87	88	84	89	86	89	86	84	87	85	84	80	
81	88	87	87	88	88	85	89	87	89	87	85	88	86	85	81	
82	88	87	87	88	89	86	90	87	90	88	86	88	87	85	82	
83	89	88	88	89	90	86	90	88	90	88	87	89	87	86	83	
84	90	89	89	90	90	87	91	89	91	89	88	90	88	87	84	
85	90	89	90	90	91	88	92	89	91	90	88	90	89	88	85	
86	91	90	90	91	91	89	92	90	92	90	89	91	90	89	86	
87	92	91	91	92	92	90	93	91	93	91	90	92	90	89	87	
88	92	91	92	92	93	90	93	91	93	92	91	92	91	90	88	
89	93	92	92	93	93	91	94	92	94	93	91	93	92	91	89	
90	94	93	93	94	94	92	94	93	94	93	92	94	93	92	90	
91	94	94	94	94	94	93	95	94	95	94	93	94	93	93	91	
92	95	94	94	95	95	94	96	94	95	95	94	95	94	94	92	
93	96	95	95	96	96	94	96	95	96	95	95	95	95	94	93	
94	96	96	96	96	96	95	97	96	97	96	95	96	96	95	94	
95	97	96	97	97	97	96	97	96	97	97	96	97	96	96	95	
96	97	97	97	97	97	97	98	97	98	97	97	97	97	97	96	
97	98	98	98	98	98	98	98	98	98	98	98	98	98	98	97	
98	99	99	99	99	99	98	99	99	99	99	98	99	99	98	98	
99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

Note. GCA = General Conceptual Ability. Based on the correlations between WIAT-II standard scores and DAS GCA scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .64, .71, .70, .64, .61, .80, .56, .71, and .57, and the average correlations for the five WIAT-II composites are .68, .78, .65, .75, and .81.

TABLE 1.1 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS GCA Scores for Children 6:0–16:11 (*continued*)

GCA Score	Subtest Standard Scores									Composite Standard Scores					GCA Score
	Word Reading	Numerical Operations	Reading Comprehension	Pseudoword Spelling	Pseudoword Decoding	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Written Language	Oral Language	Total	
101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
102	101	101	101	101	101	102	101	101	101	101	101	102	101	102	102
103	102	102	102	102	102	102	102	102	102	102	102	102	102	102	103
104	103	103	103	103	102	103	102	103	102	103	103	103	103	103	104
105	103	104	104	103	103	104	103	104	103	104	103	104	104	104	105
106	104	104	104	104	104	105	103	104	103	104	105	104	105	105	106
107	104	105	105	104	104	106	104	105	104	105	105	105	105	106	107
108	105	106	106	105	105	106	104	106	105	106	106	106	106	106	108
109	106	106	106	106	105	107	105	106	105	106	107	106	107	107	109
110	106	107	107	106	106	108	106	107	106	107	108	107	108	108	110
111	107	108	108	107	107	109	106	108	106	109	109	107	108	109	111
112	108	109	108	108	108	110	107	109	107	108	109	108	109	110	112
113	108	109	109	108	108	110	107	109	107	109	110	108	110	111	113
114	109	110	110	109	109	111	108	110	108	110	111	109	111	111	114
115	110	111	111	110	109	112	108	111	109	110	112	110	111	112	115
116	110	111	111	110	110	113	109	111	109	111	112	110	112	113	116
117	111	112	112	111	110	114	110	112	110	112	113	111	113	114	117
118	112	113	113	112	111	114	110	113	110	112	114	112	114	115	118
119	112	113	113	112	112	115	111	113	111	113	115	112	114	115	119
120	113	114	114	113	112	116	111	114	111	114	116	113	115	116	120
121	113	115	115	113	113	117	112	115	112	114	116	114	116	117	121
122	114	116	115	114	113	118	112	116	113	115	117	114	117	118	122
123	115	116	116	115	114	118	113	116	113	116	118	115	117	119	123
124	115	117	117	115	115	119	113	117	114	116	119	116	118	119	124
125	116	118	118	116	115	120	114	118	114	117	120	116	119	120	125
126	117	118	118	117	116	121	115	118	115	118	120	117	120	121	126
127	117	119	119	117	116	122	115	119	115	118	121	118	120	122	127
128	118	120	120	118	117	122	116	120	116	119	122	118	121	123	128
129	119	121	120	119	118	123	116	121	117	120	123	119	122	123	129
130	119	121	121	119	118	124	117	121	117	120	123	120	123	124	130
131	120	122	122	120	119	125	117	122	118	121	124	120	123	125	131
132	120	123	122	120	120	126	118	123	118	122	125	121	124	126	132
133	121	123	123	121	120	126	118	123	119	122	126	121	125	127	133
134	122	124	124	122	121	127	119	124	119	123	127	122	126	128	134
135	122	125	125	122	121	128	120	125	120	124	127	123	126	128	135
136	123	126	125	123	122	129	120	126	121	124	128	123	127	129	136
137	124	126	126	124	123	130	121	126	121	125	129	124	128	130	137
138	124	127	127	124	123	130	121	127	122	126	130	125	129	131	138
139	125	128	127	125	124	131	122	128	122	127	130	125	129	132	139
140	126	128	128	126	124	132	122	128	123	127	131	126	130	132	140
141	126	129	129	126	125	133	123	129	123	128	132	127	131	133	141
142	127	130	129	127	126	134	124	130	124	129	133	127	132	134	142
143	128	131	130	128	126	134	124	131	125	129	134	128	132	135	143
144	128	131	131	128	127	135	125	131	125	130	134	129	133	136	144
145	129	132	132	129	127	136	125	132	126	131	135	129	134	136	145
146	129	133	132	129	128	137	126	133	126	131	136	130	135	137	146
147	130	133	133	130	129	138	126	133	127	132	137	131	135	138	147
148	131	134	134	131	129	138	127	134	127	133	137	131	136	139	148
149	131	135	134	131	130	139	127	135	128	133	138	132	137	140	149
150	132	136	135	132	131	140	128	136	129	134	139	133	138	141	150
151	133	136	136	133	131	141	129	136	129	135	140	133	138	141	151
152	133	137	136	133	132	142	129	137	130	135	141	134	139	142	152
153	134	138	137	134	132	142	130	138	130	136	141	134	140	143	153
154	135	138	138	135	133	143	130	138	131	137	142	135	141	144	154
155	135	139	139	135	134	144	131	139	131	137	143	136	141	145	155
156	136	140	139	136	134	145	131	140	132	138	144	136	142	145	156
157	136	140	140	136	135	146	132	140	132	139	144	137	143	146	157
158	137	141	141	137	135	146	132	141	133	139	145	138	144	147	158
159	138	142	141	138	136	147	133	142	134	140	146	138	144	148	159
160	138	143	142	138	137	148	134	143	134	141	147	139	145	149	160

Note. GCA = General Conceptual Ability. Based on the correlations between WIAT-II standard scores and DAS GCA scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .64, .71, .70, .64, .61, .80, .56, .71, and .57, and the average correlations for the five WIAT-II composites are .68, .78, .65, .75, and .81.

TABLE 1.2 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS Verbal Scores for Children 6:0–16:11

Verbal Score	Subtest Standard Scores									Composite Standard Scores					Verbal Score
	Word Reading	Numerical Operations	Reading Comprehension	Spelling	Pseudoword Decoding	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Written Language	Oral Language	Total	
40	59	61	56	61	61	56	66	57	66	55	57	60	54	51	40
41	59	62	57	62	62	57	67	58	66	56	58	61	55	52	41
42	60	62	58	62	62	58	68	58	67	57	59	62	56	52	42
43	61	63	58	63	63	58	68	59	68	57	60	62	57	53	43
44	61	64	59	64	64	59	69	60	68	58	60	63	57	54	44
45	62	64	60	64	64	60	69	60	69	59	61	64	58	55	45
46	63	65	61	65	65	61	70	61	69	60	62	64	59	56	46
47	63	66	61	66	66	61	70	62	70	60	62	65	60	57	47
48	64	66	62	66	66	62	71	63	70	61	63	66	60	57	48
49	65	67	63	67	67	63	71	63	71	62	64	66	61	58	49
50	66	68	64	68	68	64	72	64	72	63	65	67	62	59	50
51	66	68	64	68	68	64	73	65	72	63	65	68	63	60	51
52	67	69	65	69	69	65	73	65	73	64	66	68	64	61	52
53	68	69	66	69	69	66	74	66	73	65	67	69	64	61	53
54	68	70	66	70	70	66	74	67	74	66	67	70	65	62	54
55	69	71	67	71	71	67	75	68	74	66	68	70	66	63	55
56	70	71	68	71	71	68	75	68	75	67	69	71	67	64	56
57	70	72	69	72	72	69	76	69	75	68	69	72	67	65	57
58	71	73	69	73	73	69	76	70	76	69	70	72	68	66	58
59	72	73	70	73	73	70	77	70	77	69	71	73	69	66	59
60	72	74	71	74	74	71	78	71	77	70	72	74	70	67	60
61	73	75	72	75	75	72	78	72	78	71	72	74	70	68	61
62	74	75	72	75	75	72	79	73	78	72	73	75	71	69	62
63	74	76	73	76	76	73	79	73	79	72	74	76	72	70	63
64	75	77	74	77	77	74	80	74	79	73	74	76	73	70	64
65	76	77	74	77	77	74	80	75	80	74	75	77	73	71	65
66	77	78	75	78	78	75	81	76	81	75	76	78	74	72	66
67	77	79	76	79	79	76	82	76	81	75	77	78	75	73	67
68	78	79	77	79	79	77	82	77	82	76	77	79	76	74	68
69	79	80	77	80	80	77	83	78	82	77	78	80	76	75	69
70	79	81	78	81	81	78	83	78	83	78	79	80	77	75	70
71	80	81	79	81	81	79	84	79	83	78	79	81	78	76	71
72	81	82	80	82	82	80	84	80	84	79	80	82	79	77	72
73	81	82	80	82	82	80	85	81	85	80	81	82	79	78	73
74	82	83	81	83	83	81	85	81	85	81	82	83	80	79	74
75	83	84	82	84	84	82	86	82	86	81	82	84	81	80	75
76	83	84	82	84	84	82	87	83	86	82	83	84	82	80	76
77	84	85	83	85	85	83	87	83	87	83	84	85	83	81	77
78	85	86	84	86	86	84	88	84	87	84	84	85	83	82	78
79	86	86	85	86	86	85	88	85	88	84	85	86	84	83	79
80	86	87	85	87	87	85	89	86	89	85	86	87	85	84	80
81	87	88	86	88	88	86	89	86	89	86	87	87	86	84	81
82	88	88	87	88	88	87	90	87	90	87	87	88	86	85	82
83	88	89	88	89	89	88	90	88	90	87	88	89	87	86	83
84	89	90	88	90	90	88	91	88	91	88	89	89	88	87	84
85	90	90	89	90	90	89	92	89	91	89	89	90	89	88	85
86	90	91	90	91	91	90	92	90	92	90	90	91	89	89	86
87	91	92	91	92	92	91	93	91	93	90	91	91	90	89	87
88	92	92	91	92	92	91	93	91	93	91	91	92	91	90	88
89	92	93	92	93	93	92	94	92	94	92	92	93	92	91	89
90	93	94	93	94	94	93	94	93	94	93	93	93	92	92	90
91	94	94	93	94	94	93	95	94	95	93	94	94	93	93	91
92	94	95	94	95	95	94	96	94	95	94	94	95	94	93	92
93	95	95	95	95	95	95	96	95	96	95	95	95	95	94	93
94	96	96	96	96	96	96	97	96	97	96	96	96	95	95	94
95	97	97	96	97	97	96	97	96	97	96	96	97	96	96	95
96	97	97	97	97	97	97	98	97	98	97	97	97	97	97	96
97	98	98	98	98	98	98	98	98	98	98	98	98	98	98	97
98	99	99	99	99	99	99	99	99	99	99	99	99	98	98	98
99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Note. Verbal = Verbal Ability. Based on the correlations between WIAT-II standard scores and DAS Verbal scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .69, .65, .73, .65, .65, .73, .56, .72, and .57, and the average correlations for the five WIAT-II composites are .75, .71, .66, .76, and .82.

TABLE 1.2 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS Verbal Scores for Children 6:0–16:11
(continued)

Verbal Score	Subtest Standard Scores									Composite Standard Scores					Verbal Score
	Word Reading	Numerical Operations	Reading Comprehension	Spelling	Pseudoword Decoding	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Written Language	Oral Language	Total	
101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
102	101	101	101	101	101	101	101	101	101	102	101	101	102	102	102
103	102	102	102	102	102	102	102	102	102	102	102	102	102	102	103
104	103	103	103	103	103	103	103	103	103	103	103	103	103	103	104
105	103	103	104	103	103	104	103	104	103	104	104	103	104	104	105
106	104	104	104	104	104	104	103	104	103	105	104	104	105	105	106
107	105	105	105	105	105	105	105	104	105	105	105	105	105	106	107
108	106	105	106	105	105	106	104	106	105	106	106	105	106	107	108
109	106	106	107	106	106	107	105	106	105	107	106	106	107	107	109
110	107	107	107	107	107	107	106	107	106	108	107	107	108	108	110
111	108	107	108	107	107	108	106	108	106	108	108	107	108	109	111
112	108	108	109	108	108	109	107	109	107	109	109	108	109	110	112
113	109	108	109	108	108	109	107	109	107	110	109	109	110	111	113
114	110	109	110	109	109	110	108	110	108	111	110	109	111	111	114
115	110	110	111	110	110	111	108	111	109	111	111	110	111	112	115
116	111	110	112	110	110	112	109	112	109	112	111	111	112	113	116
117	112	111	112	111	111	112	110	112	110	113	112	111	113	114	117
118	112	112	113	112	112	113	110	113	110	114	113	112	114	115	118
119	113	112	114	112	112	114	111	114	111	114	113	113	114	116	119
120	114	113	115	113	113	115	111	114	111	115	114	113	115	116	120
121	114	114	115	114	114	115	112	115	112	116	115	114	116	117	121
122	115	114	116	114	114	116	112	116	113	117	116	115	117	118	122
123	116	115	117	115	115	117	113	117	113	117	116	115	117	119	123
124	117	116	118	116	116	118	113	117	114	118	117	116	118	120	124
125	117	116	118	116	116	118	114	118	114	119	118	117	119	121	125
126	118	117	119	117	117	119	115	119	115	120	118	117	120	121	126
127	119	118	120	118	118	120	115	119	115	120	119	118	121	122	127
128	119	118	120	118	118	120	116	120	116	121	120	118	121	123	128
129	120	119	121	119	119	121	116	121	117	122	121	119	122	124	129
130	121	120	122	120	120	122	117	122	117	123	121	120	123	125	130
131	121	120	123	120	120	123	117	122	118	123	122	120	124	125	131
132	122	121	123	121	121	123	118	123	118	124	123	121	124	126	132
133	123	121	124	121	121	124	118	124	119	125	123	122	125	127	133
134	123	122	125	122	122	125	119	124	119	126	124	122	126	128	134
135	124	123	126	123	123	126	120	125	120	126	125	123	127	129	135
136	125	123	126	123	123	126	120	126	121	127	126	124	127	130	136
137	126	124	127	124	124	127	121	127	121	128	126	124	128	130	137
138	126	125	128	125	125	128	121	127	122	129	127	125	129	131	138
139	127	125	128	125	125	128	122	128	122	129	128	126	130	132	139
140	128	126	129	126	126	129	122	129	123	130	128	126	130	133	140
141	128	127	130	127	127	130	123	130	123	131	129	127	131	134	141
142	129	127	131	127	127	131	124	130	124	132	130	128	132	134	142
143	130	128	131	128	128	131	124	131	125	132	131	128	133	135	143
144	130	129	132	129	129	132	125	132	125	133	131	129	133	136	144
145	131	129	133	129	129	133	125	132	126	134	132	130	134	137	145
146	132	130	134	130	130	134	126	133	126	135	133	130	135	138	146
147	132	131	134	131	131	134	126	134	127	135	133	131	136	139	147
148	133	131	135	131	131	135	127	135	127	136	134	132	136	139	148
149	134	132	136	132	132	136	127	135	128	137	135	132	137	140	149
150	135	133	137	133	133	137	128	136	129	138	136	133	138	141	150
151	135	133	137	133	133	137	129	137	129	138	136	134	139	142	151
152	136	134	138	134	134	138	129	137	130	139	137	134	140	143	152
153	137	134	139	134	134	139	130	138	130	140	138	135	140	143	153
154	137	135	139	135	135	139	130	139	131	141	138	136	141	144	154
155	138	136	140	136	136	140	131	140	131	141	139	136	142	145	155
156	139	136	141	136	136	141	131	140	132	142	140	137	143	146	156
157	139	137	142	137	137	142	132	141	132	143	140	138	143	147	157
158	140	138	142	138	138	142	132	142	133	144	141	138	144	148	158
159	141	138	143	138	138	143	133	142	134	144	142	139	145	148	159
160	141	139	144	139	139	144	134	143	134	145	143	140	146	149	160

Note. Verbal = Verbal Ability. Based on the correlations between WIAT-II standard scores and DAS Verbal scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .69, .65, .73, .65, .65, .73, .56, .72, and .57, and the average correlations for the five WIAT-II composites are .75, .71, .66, .76, and .82.

TABLE I.3 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS Nonverbal Reasoning Scores for Children 6:0–16:11

Nonverbal Reasoning Score	Subtest Standard Scores									Composite Standard Scores					Nonverbal Reasoning Score
	Word Reading	Numerical Operations	Reading Comprehension	Pseudoword Spelling	Pseudoword Decoding	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Written Language	Oral Language	Total	
40	66	60	63	66	71	54	72	61	64	65	56	65	58	56	40
41	67	60	64	67	72	55	72	62	65	66	56	66	59	57	41
42	68	61	65	68	72	55	73	62	65	66	57	66	59	58	42
43	68	62	65	68	73	56	73	63	66	67	58	67	60	58	43
44	69	62	66	69	73	57	74	64	66	68	59	68	61	59	44
45	69	63	66	69	74	58	74	64	67	68	59	68	62	60	45
46	70	64	67	70	74	58	75	65	68	69	60	69	62	61	46
47	70	64	68	70	75	59	75	66	68	69	61	69	63	61	47
48	71	65	68	71	75	60	76	66	69	70	62	70	64	62	48
49	71	66	69	71	76	61	76	67	69	70	62	70	64	63	49
50	72	67	70	72	76	62	77	68	70	71	63	71	65	64	50
51	73	67	70	73	76	62	77	68	71	72	64	72	66	64	51
52	73	68	71	73	77	63	77	69	71	72	64	72	66	65	52
53	74	69	71	74	77	64	78	69	72	73	65	73	67	66	53
54	74	69	72	74	78	65	78	70	72	73	66	73	68	66	54
55	75	70	73	75	78	65	79	71	73	74	67	74	69	67	55
56	75	71	73	75	79	66	79	71	74	74	67	74	69	68	56
57	76	71	74	76	79	67	80	72	74	75	68	75	70	69	57
58	76	72	74	76	80	68	80	73	75	76	69	76	71	69	58
59	77	73	75	77	80	68	81	73	75	76	70	76	71	70	59
60	78	73	76	78	81	69	81	74	76	77	70	77	72	71	60
61	78	74	76	78	81	70	82	75	77	77	71	77	73	72	61
62	79	75	77	79	82	71	82	75	77	78	72	78	73	72	62
63	79	75	77	79	82	72	83	76	78	79	73	79	74	73	63
64	80	76	78	80	83	72	83	77	78	79	73	79	75	74	64
65	80	77	79	80	83	73	84	77	79	80	74	80	76	74	65
66	81	77	79	81	84	74	84	78	80	80	75	80	76	75	66
67	82	78	80	82	84	75	84	79	80	81	76	81	77	76	67
68	82	79	80	82	85	75	85	79	81	81	76	81	78	77	68
69	83	79	81	83	85	76	85	80	81	82	77	82	78	77	69
70	83	80	82	83	86	77	86	81	82	83	78	83	79	78	70
71	84	81	82	84	86	78	86	81	83	83	79	83	80	79	71
72	84	81	83	84	87	78	87	82	83	84	79	84	80	80	72
73	85	82	84	85	87	79	87	82	84	84	80	84	81	80	73
74	85	83	84	85	88	80	88	83	84	85	81	85	82	81	74
75	86	83	85	86	88	81	88	84	85	86	82	86	83	82	75
76	87	84	85	87	88	82	89	84	86	86	82	86	83	82	76
77	87	85	86	87	89	82	89	85	86	87	83	87	84	83	77
78	88	85	87	88	89	83	90	86	87	87	84	87	85	84	78
79	88	86	87	88	90	84	90	86	87	88	84	88	85	85	79
80	89	87	88	89	90	85	91	87	88	88	85	88	86	85	80
81	89	87	88	89	91	85	91	88	89	89	86	89	87	86	81
82	90	88	89	90	91	86	92	88	89	90	87	90	87	87	82
83	90	89	90	90	92	87	92	89	90	90	87	90	88	88	83
84	91	89	90	91	92	88	92	90	90	91	88	91	89	88	84
85	92	90	91	92	93	88	93	90	91	91	89	91	90	89	85
86	92	91	91	92	93	89	93	91	92	92	90	92	90	90	86
87	93	91	92	93	94	90	94	92	92	92	90	92	91	91	87
88	93	92	93	93	94	91	94	92	93	93	91	93	92	91	88
89	94	93	93	94	95	92	95	93	93	94	92	94	92	92	89
90	94	93	94	94	95	92	95	94	94	94	93	94	93	93	90
91	95	94	95	95	96	93	96	94	95	95	93	95	94	93	91
92	96	95	95	96	96	94	96	95	95	95	94	95	94	94	92
93	96	95	96	96	97	95	97	95	96	96	95	96	95	95	93
94	97	96	96	97	97	95	97	96	96	97	96	97	96	96	94
95	97	97	97	97	98	96	98	97	97	97	96	97	97	96	95
96	98	97	98	98	98	97	98	97	98	98	97	98	97	97	96
97	98	98	98	98	99	98	99	98	98	98	98	98	98	98	97
98	99	99	99	99	99	98	99	99	99	99	99	99	99	99	98
99	99	99	99	99	100	99	100	99	99	99	99	99	99	99	99
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Note. Nonverbal Reasoning = Nonverbal Reasoning Ability. Based on the correlations between WIAT-II standard scores and DAS Nonverbal Reasoning scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .56, .67, .61, .56, .48, .77, .47, .65, and .60, and the average correlations for the five WIAT-II composites are .58, .74, .58, .70, and .73.

TABLE I.3 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS Nonverbal Reasoning Scores for Children 6:0–16:11
(*continued*)

Nonverbal Reasoning Score	Subtest Standard Scores										Composite Standard Scores					Nonverbal Reasoning Score
	Word Reading	Numerical Operations	Reading Comprehension	Spelling	Pseudoword Decoding	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Written Language	Oral Language	Total		
101	101	101	101	101	100	101	100	101	101	101	101	101	101	101	101	
102	101	101	101	101	101	101	102	101	101	101	101	101	101	101	101	
103	102	102	102	102	101	102	101	102	102	102	102	102	102	102	103	
104	102	103	102	102	102	103	102	103	102	102	102	103	103	103	104	
105	103	103	103	103	102	104	102	103	103	103	103	104	104	104	105	
106	103	104	104	103	103	105	103	104	104	104	103	104	104	104	106	
107	104	105	104	104	103	105	103	105	104	104	104	105	105	105	107	
108	104	105	105	104	104	106	104	105	105	105	105	106	106	106	108	
109	105	106	105	105	104	107	104	106	105	105	105	107	106	107	109	
110	106	107	106	106	105	108	105	107	106	106	106	107	107	107	110	
111	106	107	107	106	105	108	105	107	107	107	106	108	106	108	111	
112	107	108	107	107	106	109	106	108	107	107	107	109	107	108	112	
113	107	109	108	107	106	110	106	108	108	108	108	110	108	109	113	
114	108	109	109	108	107	111	107	109	108	108	108	110	108	110	114	
115	108	110	109	108	107	112	107	110	109	109	109	111	109	111	115	
116	109	111	110	109	108	112	108	110	110	110	109	112	109	111	116	
117	110	111	110	110	108	113	108	111	110	110	110	113	110	112	117	
118	110	112	111	110	109	114	108	112	111	111	110	113	110	113	118	
119	111	113	112	111	109	115	109	112	111	111	111	114	111	113	119	
120	111	113	112	111	110	115	109	113	112	112	112	115	112	114	120	
121	112	114	113	112	110	116	110	114	113	113	112	116	112	115	121	
122	112	115	113	112	111	117	110	114	113	113	113	116	113	115	122	
123	113	115	114	113	111	118	111	115	114	114	113	117	113	116	123	
124	113	116	115	113	112	118	111	116	114	114	114	118	114	117	124	
125	114	117	115	114	112	119	112	116	115	115	115	119	115	118	125	
126	115	117	116	115	112	120	112	117	116	116	115	119	115	118	126	
127	115	118	116	115	113	121	113	118	116	116	116	120	116	119	127	
128	116	119	117	116	113	122	113	118	117	117	116	121	116	120	128	
129	116	119	118	116	114	122	114	119	117	117	117	121	117	120	129	
130	117	120	118	117	114	123	114	120	118	118	117	122	117	121	130	
131	117	121	119	117	115	124	115	120	119	119	118	123	118	122	131	
132	118	121	120	118	115	125	115	121	119	119	119	124	119	122	132	
133	118	122	120	118	116	125	116	121	120	120	119	124	119	123	133	
134	119	123	121	119	116	126	116	122	120	120	120	125	120	124	134	
135	120	123	121	120	117	127	116	123	121	121	120	126	120	125	135	
136	120	124	122	120	117	128	117	123	122	122	121	127	121	125	136	
137	121	125	123	121	118	128	117	124	122	122	121	127	121	126	137	
138	121	125	123	121	118	129	118	125	123	123	122	128	122	127	138	
139	122	126	124	122	119	130	118	125	123	123	123	129	123	127	139	
140	122	127	124	122	119	131	119	126	124	124	123	130	123	128	140	
141	123	127	125	123	120	132	119	127	125	125	124	130	124	129	141	
142	124	128	126	124	120	132	120	127	125	125	124	131	124	129	142	
143	124	129	126	124	121	133	120	128	126	126	125	132	125	130	143	
144	125	129	127	125	121	134	121	129	126	126	126	133	126	131	144	
145	125	130	127	125	122	135	121	129	127	127	126	133	126	132	145	
146	126	131	128	126	122	135	122	130	128	128	127	134	127	132	146	
147	126	131	129	126	123	136	122	131	128	128	127	135	127	133	147	
148	127	132	129	127	123	137	123	131	129	129	128	136	128	134	148	
149	127	133	130	127	124	138	123	132	129	129	128	136	128	134	149	
150	128	134	131	128	124	139	124	133	130	130	129	137	129	135	150	
151	129	134	131	129	124	139	124	133	131	131	130	138	130	136	151	
152	129	135	132	129	125	140	124	134	131	131	130	138	130	136	152	
153	130	136	132	130	125	141	125	134	132	132	131	139	131	137	153	
154	130	136	133	130	126	142	125	135	132	132	131	140	131	138	154	
155	131	137	134	131	126	142	126	136	133	133	132	141	132	139	155	
156	131	138	134	131	127	143	126	136	134	134	132	141	132	139	156	
157	132	138	135	132	127	144	127	137	134	134	133	142	133	140	157	
158	132	139	135	132	128	145	127	138	135	135	134	143	134	141	158	
159	133	140	136	133	128	145	128	138	135	135	134	144	134	141	159	
160	134	140	137	134	129	146	128	139	136	136	135	144	135	142	160	

Note. Nonverbal Reasoning = Nonverbal Reasoning Ability. Based on the correlations between WIAT-II standard scores and DAS Nonverbal Reasoning scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .56, .67, .61, .56, .48, .77, .47, .65, and .60, and the average correlations for the five WIAT-II composites are .58, .74, .58, .70, and .73.

TABLE 1.4 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS Spatial Scores for Children 6:0–16:11

Spatial Score	Subtest Standard Scores										Composite Standard Scores					Spatial Score
	Word Reading	Numerical Operations	Reading Comprehension	Spelling	Pseudoword Decoding	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Language	Oral Language	Total		
40	71	65	68	69	71	61	73	66	76	69	62	68	66	62	40	
41	72	65	69	69	72	62	73	66	76	70	63	69	66	62	41	
42	72	66	69	70	72	62	74	67	77	70	63	69	67	63	42	
43	73	66	70	70	73	63	74	68	77	71	64	70	68	64	43	
44	73	67	70	71	73	64	75	68	78	71	65	70	68	64	44	
45	74	68	71	71	74	64	75	69	78	72	65	71	69	65	45	
46	74	68	71	72	74	65	76	69	78	72	66	71	69	65	46	
47	75	69	72	72	75	66	76	70	79	73	67	72	70	66	47	
48	75	69	72	73	75	66	77	70	79	73	67	72	70	67	48	
49	76	70	73	73	76	67	77	71	80	74	68	73	71	67	49	
50	76	71	74	74	76	68	78	72	80	75	69	74	72	68	50	
51	76	71	74	75	76	68	78	72	80	75	69	74	72	69	51	
52	77	72	75	75	77	69	78	73	81	76	70	75	73	69	52	
53	77	72	75	76	77	69	79	73	81	76	70	75	73	70	53	
54	78	73	76	76	78	70	79	74	82	77	71	76	74	71	54	
55	78	73	76	77	78	71	80	74	82	77	72	76	74	71	55	
56	79	74	77	77	79	71	80	75	82	78	72	77	75	72	56	
57	79	75	77	78	79	72	81	75	83	78	73	77	75	72	57	
58	80	75	78	78	80	73	81	76	83	79	74	78	76	73	58	
59	80	76	78	79	80	73	82	77	84	79	74	78	77	74	59	
60	81	76	79	79	81	74	82	77	84	80	75	79	77	74	60	
61	81	77	79	80	81	75	82	78	84	80	75	79	78	75	61	
62	82	78	80	80	82	75	83	78	85	81	76	80	78	76	62	
63	82	78	80	81	82	76	83	79	85	81	77	80	79	76	63	
64	83	79	81	81	83	77	84	79	86	82	77	81	79	77	64	
65	83	79	81	82	83	77	84	80	86	82	78	81	80	78	65	
66	84	80	82	82	84	78	85	81	86	83	79	82	81	78	66	
67	84	81	83	83	84	79	85	81	87	83	79	83	81	79	67	
68	85	81	83	83	85	79	86	82	87	84	80	83	82	80	68	
69	85	82	84	84	85	80	86	82	88	84	80	84	82	80	69	
70	86	82	84	84	86	81	87	83	88	85	81	84	83	81	70	
71	86	83	85	85	86	81	87	83	88	85	82	85	83	81	71	
72	87	83	85	85	87	82	87	84	89	86	82	85	84	82	72	
73	87	84	86	86	87	82	88	85	89	86	83	86	85	83	73	
74	88	85	86	86	88	83	88	85	90	87	84	86	85	83	74	
75	88	85	87	87	88	84	89	86	90	87	84	87	86	84	75	
76	88	86	87	88	88	84	89	86	90	88	85	87	86	85	76	
77	89	86	88	88	89	85	90	87	91	88	86	88	87	85	77	
78	89	87	88	89	89	86	90	87	91	89	86	88	87	86	78	
79	90	88	89	89	90	86	91	88	92	89	87	89	88	87	79	
80	90	88	89	90	90	87	91	89	92	90	87	89	89	87	80	
81	91	89	90	90	91	88	91	89	92	90	88	90	89	88	81	
82	91	89	90	91	91	88	92	90	93	91	89	90	90	88	82	
83	92	90	91	91	92	89	92	90	93	91	89	91	90	89	83	
84	92	91	92	92	92	90	93	91	94	92	90	92	91	90	84	
85	93	91	92	92	93	90	93	91	94	92	91	92	91	90	85	
86	93	92	93	93	93	91	94	92	94	93	91	93	92	91	86	
87	94	92	93	93	94	92	94	93	95	93	92	93	93	92	87	
88	94	93	94	94	94	92	95	93	95	94	92	94	93	92	88	
89	95	94	94	94	95	93	95	94	96	94	93	94	94	93	89	
90	95	94	95	95	95	94	96	94	96	95	94	95	94	94	90	
91	96	95	95	95	96	94	96	95	96	95	94	95	95	94	91	
92	96	95	96	96	96	95	96	95	97	96	95	96	95	95	92	
93	97	96	96	96	97	95	97	96	97	96	96	96	96	96	93	
94	97	96	97	97	97	96	97	97	98	97	96	97	97	96	94	
95	98	97	97	97	98	97	98	97	98	97	97	97	97	97	95	
96	98	98	98	98	98	97	98	98	98	98	97	98	98	97	96	
97	99	98	98	98	99	98	99	98	99	98	98	98	98	98	97	
98	99	99	99	99	99	99	99	99	99	99	99	99	99	99	98	
99	100	99	99	99	100	99	100	99	100	99	99	99	99	99	99	
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

Note. Spatial = Spatial Ability. Based on the correlations between WIAT-II standard scores and DAS Spatial scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .48, .59, .53, .52, .48, .65, .45, .57, and .40, and the average correlations for the five WIAT-II composites are .51, .63, .53, .57, and .64.

TABLE 1.4 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS Spatial Scores for Children 6:0-16:11 (continued)

Spatial Score	Subtest Standard Scores										Composite Standard Scores					Spatial Score
	Word Reading	Numerical Operations	Reading Comprehension	Pseudoword Spelling	Pseudoword Decoding	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Written Language	Oral Language	Total		
101	100	101	101	101	100	101	100	101	100	101	101	101	101	101	101	
102	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	
103	101	102	102	102	101	102	101	102	101	102	102	102	102	102	103	
104	102	102	102	102	102	103	102	102	102	102	102	103	102	102	103	
105	102	103	103	103	102	103	102	103	102	103	103	103	103	103	105	
106	103	104	103	103	103	104	103	103	103	102	103	104	103	103	104	
107	103	104	104	104	103	105	103	104	103	103	104	104	104	104	107	
108	104	105	104	104	104	105	104	105	103	104	105	104	105	105	108	
109	104	105	105	105	104	106	104	105	104	105	106	105	105	105	109	
110	105	106	105	105	105	107	105	106	104	105	106	105	106	106	110	
111	105	106	106	106	105	107	105	106	104	106	107	106	106	107	111	
112	106	107	106	106	106	108	105	107	105	106	108	106	107	108	112	
113	106	108	107	107	106	108	106	107	105	107	108	107	107	108	113	
114	107	108	107	107	107	109	106	108	106	107	109	107	108	109	114	
115	107	109	108	108	107	110	107	109	106	108	109	108	109	110	115	
116	108	109	108	108	108	110	107	109	106	108	110	108	109	110	116	
117	108	110	109	109	108	111	108	110	107	109	111	109	110	111	117	
118	109	111	110	109	109	112	108	110	107	109	111	110	110	112	118	
119	109	111	110	110	109	112	109	111	108	110	112	110	111	112	119	
120	110	112	111	110	110	113	109	111	108	110	113	111	111	113	120	
121	110	112	111	111	110	114	109	112	108	111	113	111	112	113	121	
122	111	113	112	111	111	114	110	113	109	111	114	112	113	114	122	
123	111	114	112	112	111	115	110	113	109	112	114	112	113	115	123	
124	112	114	113	112	112	116	111	114	110	112	115	113	114	115	124	
125	112	115	113	113	112	116	111	114	110	113	116	113	114	116	125	
126	112	115	114	114	112	117	112	115	110	113	116	114	115	117	126	
127	113	116	114	114	113	118	112	115	111	114	117	114	115	117	127	
128	113	117	115	115	113	118	113	116	111	114	118	115	116	118	128	
129	114	117	115	115	114	119	113	117	112	115	118	115	117	119	129	
130	114	118	116	116	114	120	114	117	112	115	119	116	117	119	130	
131	115	118	116	116	115	120	114	118	112	116	120	116	118	120	131	
132	115	119	117	117	115	121	114	118	113	116	120	117	118	120	132	
133	116	119	117	117	116	121	115	119	113	117	121	117	119	121	133	
134	116	120	118	118	116	122	115	119	114	117	121	118	119	122	134	
135	117	121	119	118	117	123	116	120	114	118	122	119	120	122	135	
136	117	121	119	119	117	123	116	121	114	118	123	119	121	123	136	
137	118	122	120	119	118	124	117	121	115	119	123	120	121	124	137	
138	118	122	120	120	118	125	117	122	115	119	124	120	122	124	138	
139	119	123	121	120	119	125	118	122	116	120	125	121	122	125	139	
140	119	124	121	121	119	126	118	123	116	120	125	121	123	126	140	
141	120	124	122	121	120	127	118	123	116	121	126	122	123	126	141	
142	120	125	122	122	120	127	119	124	117	121	126	122	124	127	142	
143	121	125	123	122	121	128	119	125	117	122	127	123	125	128	143	
144	121	126	123	123	121	129	120	125	118	122	128	123	125	128	144	
145	122	127	124	123	122	129	120	126	118	123	128	124	126	129	145	
146	122	127	124	124	122	130	121	126	118	123	129	124	126	129	146	
147	123	128	125	124	123	131	121	127	119	124	130	125	127	130	147	
148	123	128	125	125	123	131	122	127	119	124	130	125	127	131	148	
149	124	129	126	125	124	132	122	128	120	125	131	126	128	131	149	
150	124	130	127	126	124	133	123	129	120	126	132	127	129	132	150	
151	124	130	127	127	124	133	123	129	120	126	132	127	129	133	151	
152	125	131	128	127	125	134	123	130	121	127	133	128	130	133	152	
153	125	131	128	128	125	134	124	130	121	127	133	128	130	134	153	
154	126	132	129	128	126	135	124	131	122	128	134	129	131	135	154	
155	126	132	129	129	126	136	125	131	122	128	135	129	131	135	155	
156	127	133	130	129	127	136	125	132	122	129	135	130	132	136	156	
157	127	134	130	130	127	137	126	132	123	129	136	130	132	136	157	
158	128	134	131	130	128	138	126	133	123	130	137	131	133	137	158	
159	128	135	131	131	128	138	127	134	124	130	137	131	134	138	159	
160	129	135	132	131	129	139	127	134	124	131	138	132	134	138	160	

Note. Spatial = Spatial Ability. Based on the correlations between WIAT-II standard scores and DAS Spatial scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .48, .59, .53, .52, .48, .65, .45, .57, and .40, and the average correlations for the five WIAT-II composites are .51, .63, .53, .57, and .64.

TABLE 1.5 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS Special Nonverbal Composite Scores for Children 6:0–16:11

Special Nonverbal Score	Subtest Standard Scores									Composite Standard Scores					Special Nonverbal Score
	Word Reading	Numerical Operations	Reading Comprehension	Spelling	Pseudoword Decoding	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Written Language	Oral Language	Total	
40	66	59	63	65	69	53	69	60	68	65	54	64	59	55	40
41	67	59	63	66	69	54	70	61	68	65	55	65	59	56	41
42	68	60	64	66	70	55	70	62	69	66	56	65	60	57	42
43	68	61	65	67	70	56	71	62	69	66	57	66	61	57	43
44	69	61	65	68	71	56	71	63	70	67	57	66	61	58	44
45	69	62	66	68	71	57	72	64	70	68	58	67	62	59	45
46	70	63	67	69	72	58	72	64	71	68	59	68	63	60	46
47	70	63	67	69	72	59	73	65	71	69	60	68	63	60	47
48	71	64	68	70	73	59	73	66	72	69	60	69	64	61	48
49	71	65	68	70	73	60	74	66	72	70	61	69	65	62	49
50	72	66	69	71	74	61	75	67	73	71	62	70	66	63	50
51	73	66	70	72	75	62	75	68	74	71	63	71	66	63	51
52	73	67	70	72	75	63	76	68	74	72	64	71	67	64	52
53	74	68	71	73	76	63	76	69	75	72	64	72	68	65	53
54	74	68	71	73	76	64	77	70	75	73	65	72	68	66	54
55	75	69	72	74	77	65	77	70	76	73	66	73	69	66	55
56	75	70	73	74	77	66	78	71	76	74	67	74	70	67	56
57	76	70	73	75	78	66	78	72	77	75	67	74	70	68	57
58	76	71	74	76	78	67	79	72	77	75	68	75	71	69	58
59	77	72	75	76	79	68	79	73	78	76	69	75	72	69	59
60	78	72	75	77	79	69	80	74	78	76	70	76	72	70	60
61	78	73	76	77	80	70	80	74	79	77	70	77	73	71	61
62	79	74	76	78	80	70	81	75	79	78	71	77	74	72	62
63	79	74	77	79	81	71	81	76	80	78	72	78	74	72	63
64	80	75	78	79	81	72	82	76	81	79	73	78	75	73	64
65	80	76	78	80	82	73	82	77	81	79	73	79	76	74	65
66	81	77	79	80	82	73	83	78	82	80	74	80	77	75	66
67	82	77	80	81	83	74	83	78	82	81	75	80	77	75	67
68	82	78	80	81	83	75	84	79	83	81	76	81	78	76	68
69	83	79	81	82	84	76	84	80	83	82	76	81	79	77	69
70	83	79	81	83	84	77	85	80	84	82	77	82	79	78	70
71	84	80	82	83	85	77	85	81	84	83	78	83	80	78	71
72	84	81	83	84	85	78	86	82	85	83	79	83	81	79	72
73	85	81	83	84	86	79	86	82	85	84	79	84	81	80	73
74	85	82	84	85	86	80	87	83	86	85	80	84	82	81	74
75	86	83	85	86	87	81	87	84	87	85	81	85	83	81	75
76	87	83	85	86	88	81	88	84	87	86	82	86	83	82	76
77	87	84	86	87	88	82	88	85	88	86	83	86	84	83	77
78	88	85	86	87	89	83	89	85	88	87	83	87	85	84	78
79	88	86	87	88	89	84	89	86	89	88	84	87	86	84	79
80	89	86	88	88	90	84	90	87	89	88	85	88	86	85	80
81	89	87	88	89	90	85	90	87	90	89	86	89	87	86	81
82	90	88	89	90	91	86	91	88	90	89	86	89	88	87	82
83	90	88	89	90	91	87	91	89	91	90	87	90	88	87	83
84	91	89	90	91	92	88	92	89	91	91	88	90	89	88	84
85	92	90	91	91	92	88	92	90	92	91	89	91	90	89	85
86	92	90	91	92	93	89	93	91	92	92	89	92	90	90	86
87	93	91	92	92	93	90	93	91	93	92	90	92	91	90	87
88	93	92	93	93	94	91	94	92	94	93	91	93	92	91	88
89	94	92	93	94	94	91	94	93	94	94	92	93	92	92	89
90	94	93	94	94	95	92	95	93	95	94	92	94	93	93	90
91	95	94	94	95	95	93	95	94	95	95	93	95	94	93	91
92	96	94	95	95	96	94	96	95	96	95	94	95	94	94	92
93	96	95	96	96	96	95	96	95	96	96	95	96	95	95	93
94	97	96	96	97	97	95	97	96	97	96	95	96	96	96	94
95	97	97	97	97	97	96	97	97	97	97	96	97	97	96	95
96	98	97	98	98	98	97	98	97	98	98	97	98	97	97	96
97	98	98	98	98	98	98	98	98	98	98	98	98	98	98	97
98	99	99	99	99	99	98	99	99	99	99	98	99	99	99	98
99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Note. Special Nonverbal = Special Nonverbal Composite. Based on the correlations between WIAT-II standard scores and DAS Special Nonverbal Composite scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .56, .69, .62, .58, .52, .78, .51, .66, and .54, and the average correlations for the five WIAT-II composites are .59, .76, .60, .69, and .75.

TABLE 1.5 WIAT-II Subtest and Composite Standard Scores Predicted from the DAS Special Nonverbal Composite Scores for Children 6:0–16:11 (continued)

Special Nonverbal Score	Subtest Standard Scores									Composite Standard Scores					Special Nonverbal Score
	Word Reading	Numerical Operations	Reading Comprehension	Pseudoword Spelling	Math Reasoning	Written Expression	Listening Comprehension	Oral Expression	Reading	Mathematics	Written Language	Oral Language	Total		
101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
102	101	101	101	101	101	102	101	101	101	101	102	101	101	102	102
103	102	102	102	102	102	102	102	102	102	102	102	102	102	102	103
104	102	103	102	102	102	103	102	103	102	102	102	103	102	103	104
105	103	103	103	103	103	104	103	103	103	103	103	104	103	103	104
106	103	104	104	103	103	105	103	104	103	103	104	105	104	104	106
107	104	105	104	104	104	105	104	105	104	104	105	104	105	105	107
108	104	106	105	105	104	106	104	105	104	105	106	105	106	106	108
109	105	106	106	105	105	107	105	106	105	105	107	105	106	107	109
110	106	107	106	106	105	108	105	107	105	105	108	106	107	108	110
111	106	108	107	106	106	109	106	107	106	106	108	107	108	108	111
112	107	108	107	107	106	109	106	108	106	107	109	107	108	109	112
113	107	109	108	108	107	110	107	109	107	108	110	108	109	110	113
114	108	110	109	108	107	111	107	109	108	108	111	108	110	111	114
115	108	110	109	109	108	112	108	110	108	109	111	109	110	111	115
116	109	111	110	109	108	112	108	111	109	109	112	110	111	112	116
117	110	112	111	110	109	113	109	111	109	110	113	110	112	113	117
118	110	112	111	110	109	114	109	112	110	111	114	111	112	114	118
119	111	113	112	111	110	115	110	113	110	111	114	111	113	114	119
120	111	114	112	112	110	116	110	113	111	112	115	112	114	115	120
121	112	114	113	112	111	116	111	114	111	112	116	113	114	116	121
122	112	115	114	113	111	117	111	115	112	113	117	113	115	117	122
123	113	116	114	113	112	118	112	115	112	114	117	114	116	117	123
124	113	117	115	114	112	119	112	116	113	114	118	114	117	118	124
125	114	117	116	115	113	120	113	117	114	115	119	115	117	119	125
126	115	118	116	115	114	120	113	117	114	115	120	116	118	120	126
127	115	119	117	116	114	121	114	118	115	116	121	116	119	120	127
128	116	119	117	116	115	122	114	118	115	117	121	117	119	121	128
129	116	120	118	117	115	123	115	119	116	117	122	117	120	122	129
130	117	121	119	117	116	123	115	120	116	118	123	118	121	123	130
131	117	121	119	118	116	124	116	120	117	118	124	119	121	123	131
132	118	122	120	119	117	125	116	121	117	119	124	119	122	124	132
133	118	123	120	119	117	126	117	122	118	119	125	120	123	125	133
134	119	123	121	120	118	127	117	122	118	120	126	120	123	126	134
135	120	124	122	120	118	127	118	123	119	121	127	121	124	126	135
136	120	125	122	121	119	128	118	124	119	121	127	122	125	127	136
137	121	126	123	121	119	129	119	124	120	122	128	122	126	128	137
138	121	126	124	122	120	130	119	125	121	122	129	123	126	129	138
139	122	127	124	123	120	130	120	126	121	123	130	123	127	129	139
140	122	128	125	123	121	131	120	126	122	124	130	124	128	130	140
141	123	128	125	124	121	132	121	127	122	124	131	125	128	131	141
142	124	129	126	124	122	133	121	128	123	125	132	125	129	132	142
143	124	130	127	125	122	134	122	128	123	125	133	126	130	132	143
144	125	130	127	126	123	134	122	129	124	126	133	126	130	133	144
145	125	131	128	126	123	135	123	130	124	127	134	127	131	134	145
146	126	132	129	127	124	136	123	130	125	127	135	128	132	135	146
147	126	132	129	127	124	137	124	131	125	128	136	128	132	135	147
148	127	133	130	128	125	137	124	132	126	128	136	129	133	136	148
149	127	134	130	128	125	138	125	132	126	129	137	129	134	137	149
150	128	135	131	129	126	139	126	133	127	130	138	130	135	138	150
151	129	135	132	130	127	140	126	134	128	130	139	131	135	138	151
152	129	136	132	130	127	141	127	134	128	131	140	131	136	139	152
153	130	137	133	131	128	141	127	135	129	131	140	132	137	140	153
154	130	137	133	131	128	142	128	136	129	132	141	132	137	141	154
155	131	138	134	132	129	143	128	136	130	132	142	133	138	141	155
156	131	139	135	132	129	144	129	137	130	133	143	134	139	142	156
157	132	139	135	133	130	144	129	138	131	134	143	134	139	143	157
158	132	140	136	134	130	145	130	138	131	134	144	135	140	144	158
159	133	141	137	134	131	146	130	139	132	135	145	135	141	144	159
160	134	141	137	135	131	147	131	140	132	135	146	136	141	145	160

Note. Special Nonverbal = Special Nonverbal Composite. Based on the correlations between WIAT-II standard scores and DAS Special Nonverbal Composite scores across the 11 age ranges. Presented in the order shown in the table, the average correlations for the nine WIAT-II subtests are .56, .69, .62, .58, .52, .78, .51, .66, and .54, and the average correlations for the five WIAT-II composites are .59, .76, .60, .69, and .75.

TABLE 2.1 Differences Between Predicted and Actual WIAT-II Subtest and Composite Standard Scores Required for Statistical Significance Using the DAS Scores

Ages 6:0–16:11						
Subtests	<i>p</i>	GCA	Verbal	Nonverbal Reasoning	Spatial	Special Nonverbal
Word Reading	0.05	6.61	8.68	7.28	6.47	6.50
	0.01	8.70	11.42	9.59	8.52	8.55
Numerical Operations	0.05	10.40	11.41	11.19	10.51	10.54
	0.01	13.69	15.02	14.73	13.84	13.88
Reading Comprehension	0.05	8.02	9.92	8.68	7.91	7.95
	0.01	10.56	13.06	11.43	10.42	10.46
Spelling	0.05	8.34	9.78	8.89	8.40	8.33
	0.01	10.98	12.88	11.70	11.06	10.96
Pseudoword Decoding	0.05	6.48	8.35	6.77	6.47	6.32
	0.01	8.53	10.99	8.91	8.52	8.32
Math Reasoning	0.05	9.39	10.76	10.57	9.47	9.59
	0.01	12.36	14.16	13.92	12.47	12.63
Written Expression	0.05	11.60	12.39	11.84	11.62	11.60
	0.01	15.27	16.31	15.58	15.30	15.27
Listening Comprehension	0.05	13.64	14.76	14.17	13.66	13.67
	0.01	17.95	19.44	18.65	17.99	17.99
Oral Expression	0.05	11.62	12.44	12.33	11.49	11.67
	0.01	15.30	16.37	16.24	15.13	15.36
Composites						
Reading	0.05	5.35	8.18	6.14	5.16	5.17
	0.01	7.04	10.77	8.08	6.79	6.80
Mathematics	0.05	8.34	9.77	9.52	8.41	8.55
	0.01	10.97	12.86	12.53	11.07	11.26
Written Language	0.05	8.37	9.85	9.00	8.44	8.40
	0.01	11.02	12.97	11.84	11.11	11.05
Oral Language	0.05	10.93	12.45	11.72	10.84	10.94
	0.01	14.38	16.39	15.43	14.27	14.41
Total	0.05	6.76	9.33	7.96	6.75	6.82
	0.01	8.89	12.28	10.48	8.89	8.97

Note. GCA = General Conceptual Ability; Verbal = Verbal Ability; Nonverbal = Nonverbal Reasoning Ability; Spatial = Spatial Ability; Special Nonverbal = Special Nonverbal Composite.

TABLE 2.2 Differences Between Predicted and Actual WIAT-II Subtest and Composite Standard Scores Obtained in the DAS Linking Sample, Based on GCA Scores

Subtests	Percentage ^a								
	25	20	15	10	5	4	3	2	1
Word Reading	8	10	12	15	19	21	22	24	27
Numerical Operations	8	9	11	14	18	19	20	22	25
Reading Comprehension	8	10	12	14	18	19	21	23	25
Spelling	8	10	12	15	19	21	22	24	27
Pseudoword Decoding	9	11	13	16	20	21	23	25	28
Math Reasoning	7	8	10	12	15	16	17	19	21
Written Expression	9	11	13	16	21	22	24	26	29
Listening Comprehension	8	9	11	14	18	19	20	22	25
Oral Expression	9	11	13	16	21	22	24	26	29
Composites									
Reading	8	10	12	15	19	20	21	23	26
Mathematics	7	8	10	13	16	17	18	20	22
Written Language	8	10	12	15	19	20	22	24	27
Oral Language	7	9	11	13	17	18	19	21	24
Total	6	8	10	12	15	16	17	19	21

Note. GCA = General Conceptual Ability.

^a Percentage of children whose obtained achievement standard score was below their predicted-achievement score by the specified amount or more.

TABLE 2.3 Differences Between Predicted and Actual WIAT-II Subtest and Composite Standard Scores Obtained in the DAS Linking Sample, Based on Verbal Scores

Subtests	Percentage ^a								
	25	20	15	10	5	4	3	2	1
Word Reading	8	10	12	14	18	20	21	23	26
Numerical Operations	8	10	12	15	19	20	22	24	27
Reading Comprehension	7	9	11	14	17	18	20	22	24
Spelling	8	10	12	15	19	20	22	24	27
Pseudoword Decoding	8	10	12	15	19	20	22	24	27
Math Reasoning	7	9	11	14	17	18	20	22	24
Written Expression	9	11	13	16	21	22	24	26	29
Listening Comprehension	8	9	11	14	18	19	20	22	25
Oral Expression	9	11	13	16	21	22	24	26	29
Composites									
Reading	7	9	11	13	17	18	19	21	24
Mathematics	8	9	11	14	18	19	20	22	25
Written Language	8	10	12	15	19	20	22	24	27
Oral Language	7	9	11	13	17	18	19	21	23
Total	6	8	9	12	15	16	17	18	20

Note. Verbal = Verbal Ability.

^a Percentage of children whose obtained achievement standard score was below their predicted-achievement score by the specified amount or more.

TABLE 2.4 Differences Between Predicted and Actual WIAT-II Subtest and Composite Standard Scores Obtained in the DAS Linking Sample, Based on Nonverbal Reasoning Scores

Subtests	Percentage ^a								
	25	20	15	10	5	4	3	2	1
Word Reading	9	11	13	16	21	22	24	26	29
Numerical Operations	8	10	12	15	19	20	21	23	26
Reading Comprehension	9	11	13	16	20	21	23	25	28
Spelling	9	11	13	16	21	22	24	26	29
Pseudoword Decoding	9	12	14	17	22	24	25	28	31
Math Reasoning	7	9	10	13	16	17	19	20	23
Written Expression	9	12	14	17	22	24	25	28	31
Listening Comprehension	8	10	12	15	19	20	22	24	27
Oral Expression	9	11	13	16	20	22	23	25	28
Composites									
Reading	9	11	13	16	21	22	23	26	29
Mathematics	7	9	11	13	17	18	19	21	24
Written Language	9	11	13	16	21	22	23	26	29
Oral Language	8	10	12	14	18	19	21	23	25
Total	7	9	11	14	17	18	20	22	24

Note. Nonverbal = Nonverbal Reasoning Ability.

^a Percentage of children whose obtained achievement standard score was below their predicted-achievement score by the specified amount or more.

TABLE 2.5 Differences Between Predicted and Actual WIAT-II Subtest and Composite Standard Scores Obtained in the DAS Linking Sample, Based on Spatial Scores

Subtests	Percentage ^a								
	25	20	15	10	5	4	3	2	1
Word Reading	9	12	14	17	22	24	25	28	31
Numerical Operations	9	11	13	16	20	22	23	25	29
Reading Comprehension	9	11	14	17	21	23	24	27	30
Spelling	9	11	14	17	22	23	25	27	30
Pseudoword Decoding	9	12	14	17	22	24	25	28	31
Math Reasoning	8	10	12	15	19	20	22	24	27
Written Expression	10	12	14	18	23	24	26	28	32
Listening Comprehension	9	11	13	16	21	22	24	26	29
Oral Expression	10	12	15	18	23	25	26	29	32
Composites									
Reading	9	11	14	17	22	23	25	27	31
Mathematics	8	10	13	15	20	21	22	24	28
Written Language	9	11	14	17	21	23	24	27	30
Oral Language	9	11	13	16	21	22	24	26	29
Total	8	10	12	15	19	21	22	24	27

Note. Spatial = Spatial Ability.

^a Percentage of children whose obtained achievement standard score was below their predicted-achievement score by the specified amount or more.

TABLE 2.6 Differences Between Predicted and Actual WIAT–II Subtest and Composite Standard Scores Obtained by Various Percentages of Children in the DAS Linking Sample Based on Special Nonverbal Composite Scores

Subtests	Percentage ^a								
	25	20	15	10	5	4	3	2	1
Word Reading	9	11	13	16	21	22	24	26	29
Numerical Operations	8	10	12	14	18	20	21	23	26
Reading Comprehension	8	10	13	16	20	21	23	25	28
Spelling	9	11	13	16	21	22	23	26	29
Pseudoword Decoding	9	11	14	17	22	23	25	27	30
Math Reasoning	7	8	10	13	16	17	18	20	22
Written Expression	9	11	14	17	22	23	25	27	31
Listening Comprehension	8	10	12	15	19	20	22	24	27
Oral Expression	9	11	14	17	21	23	24	26	30
Composites									
Reading	9	11	13	16	20	22	23	25	29
Mathematics	7	9	11	13	17	18	19	21	23
Written Language	9	11	13	16	20	22	23	25	28
Oral Language	8	10	12	14	18	20	21	23	26
Total	7	9	11	13	17	18	19	21	24

Note. Special Nonverbal = Special Nonverbal Composite.

^a Percentage of children whose obtained achievement standard score was below their predicted-achievement score by the specified amount or more.

TABLE 3.1 Differences Between Ability and Actual WIAT-II Subtest and Composite Standard Scores Required for Statistical Significance Using the DAS Scores

Ages 6:0–16:11						
Subtests	<i>p</i>	GCA	Verbal	Nonverbal Reasoning	Spatial	Special Nonverbal
Word Reading	0.05	8.32	11.39	10.60	9.75	8.82
	0.01	10.95	14.99	13.95	12.84	11.61
Numerical Operations	0.05	11.39	13.79	13.15	12.47	11.76
	0.01	14.99	18.15	17.31	16.42	15.48
Reading Comprehension	0.05	9.30	12.12	11.39	10.60	9.75
	0.01	12.24	15.96	14.99	13.95	12.84
Spelling	0.05	9.75	12.47	11.76	11.00	10.18
	0.01	12.84	16.42	15.48	14.48	13.41
Pseudoword Decoding	0.05	8.32	11.39	10.60	9.75	8.82
	0.01	10.95	14.99	13.95	12.84	11.61
Math Reasoning	0.05	10.18	12.82	12.12	11.39	10.60
	0.01	13.41	16.87	15.96	14.99	13.95
Written Expression	0.05	12.82	14.99	14.40	13.79	13.15
	0.01	16.87	19.73	18.96	18.15	17.31
Listening Comprehension	0.05	14.40	16.37	15.83	15.28	14.70
	0.01	18.96	21.55	20.84	20.11	19.35
Oral Expression	0.05	12.82	14.99	14.40	13.79	13.15
	0.01	16.87	19.73	18.96	18.15	17.31
Composites						
Reading	0.05	7.20	10.60	9.75	8.82	7.78
	0.01	9.48	13.95	12.84	11.61	10.24
Mathematics	0.05	9.30	12.12	11.39	10.60	9.75
	0.01	12.24	15.96	14.99	13.95	12.84
Written Language	0.05	9.75	12.47	11.76	11.00	10.18
	0.01	12.84	16.42	15.48	14.48	13.41
Oral Language	0.05	11.76	14.10	13.47	12.82	12.12
	0.01	15.48	18.56	17.73	16.87	15.96
Total	0.05	7.78	11.00	10.18	9.30	8.32
	0.01	10.24	14.48	13.41	12.24	10.95

Note. GCA = General Conceptual Ability; Verbal = Verbal Ability; Nonverbal = Nonverbal Reasoning Ability; Spatial = Spatial Ability; Special Nonverbal = Special Nonverbal Composite.

TABLE 3.2 Differences Between Ability and Actual WIAT-II Subtest and Composite Standard Scores Obtained in the DAS Linking Sample, Based on GCA Scores

Subtests	Percentage ^a								
	25	20	15	10	5	4	3	2	1
Word Reading	9	11	14	17	21	23	24	27	30
Numerical Operations	8	10	12	15	19	20	22	24	27
Reading Comprehension	8	10	13	15	20	21	22	24	28
Spelling	9	11	14	17	21	23	24	27	30
Pseudoword Decoding	9	12	14	17	22	24	25	28	31
Math Reasoning	7	8	10	13	16	17	18	20	23
Written Expression	10	12	15	19	24	25	27	29	33
Listening Comprehension	8	10	12	15	19	20	22	24	27
Oral Expression	10	12	15	18	23	25	27	29	33
Composites									
Reading	9	11	13	16	20	22	23	25	28
Mathematics	7	9	11	13	17	18	19	21	24
Written Language	9	11	14	17	21	22	24	26	30
Oral Language	8	9	11	14	18	19	20	22	25
Total	7	8	10	12	16	17	18	19	22

Note. GCA = General Conceptual Ability.

^a Percentage of children whose actual achievement standard score was below their GCA by the specified amount or more.

TABLE 3.3 Differences Between Ability and Actual WIAT-II Subtest and Composite Standard Scores Obtained in the DAS Linking Sample, Based on Verbal Scores

Subtests	Percentage ^a								
	25	20	15	10	5	4	3	2	1
Word Reading	8	10	13	16	20	21	23	25	28
Numerical Operations	9	11	14	17	21	22	24	26	30
Reading Comprehension	8	10	12	15	19	20	21	23	26
Spelling	9	11	14	17	21	22	24	26	30
Pseudoword Decoding	9	11	14	17	21	22	24	26	30
Math Reasoning	8	10	12	15	19	20	21	23	26
Written Expression	10	12	15	19	24	25	27	29	33
Listening Comprehension	8	10	12	15	19	20	22	24	27
Oral Expression	10	12	15	18	23	25	27	29	33
Composites									
Reading	8	9	11	14	18	19	20	22	25
Mathematics	8	10	12	15	19	20	22	24	27
Written Language	9	11	13	16	21	22	24	26	29
Oral Language	8	9	11	14	18	19	20	22	25
Total	7	8	10	12	15	16	17	19	21

Note. Verbal = Verbal Ability.

^a Percentage of children whose actual achievement standard score was below their Verbal Ability by the specified amount or more.

TABLE 3.4 Differences Between Ability and Actual WIAT-II Subtest and Composite Standard Scores Obtained in the DAS Linking Sample, Based on Nonverbal Reasoning Scores

	Percentage ^a								
Subtests	25	20	15	10	5	4	3	2	1
Word Reading	10	12	15	19	24	25	27	29	33
Numerical Operations	9	11	13	16	21	22	23	26	29
Reading Comprehension	9	12	14	17	22	24	25	28	31
Spelling	10	12	15	19	24	25	27	29	33
Pseudoword Decoding	11	13	16	20	26	27	29	32	36
Math Reasoning	7	9	11	14	17	18	20	21	24
Written Expression	11	13	17	20	26	28	30	32	36
Listening Comprehension	9	11	14	17	21	22	24	26	30
Oral Expression	10	12	14	18	23	24	26	28	32
Composites									
Reading	10	12	15	18	23	25	26	29	32
Mathematics	8	10	12	14	18	19	21	23	26
Written Language	10	12	15	18	23	25	26	29	32
Oral Language	8	10	13	15	20	21	22	24	28
Total	8	10	12	15	19	20	21	23	26

Note. Nonverbal = Nonverbal Reasoning Ability.

^a Percentage of children whose actual achievement standard score was below their Nonverbal Reasoning Ability by the specified amount or more.

TABLE 3.5 Differences Between Ability and Actual WIAT-II Subtest and Composite Standard Scores Obtained in the DAS Linking Sample, Based on Spatial Scores

	Percentage ^a								
Subtests	25	20	15	10	5	4	3	2	1
Word Reading	11	13	16	20	26	27	29	32	36
Numerical Operations	10	12	15	18	23	24	26	28	32
Reading Comprehension	10	13	16	19	24	26	28	30	34
Spelling	10	13	16	19	25	26	28	31	35
Pseudoword Decoding	11	13	16	20	26	27	29	32	36
Math Reasoning	9	11	14	17	21	22	24	26	30
Written Expression	11	14	17	21	26	28	30	33	37
Listening Comprehension	10	12	15	18	23	25	27	29	33
Oral Expression	12	14	18	22	28	29	31	34	39
Composites									
Reading	11	13	16	20	25	26	28	31	35
Mathematics	9	11	14	17	22	23	25	27	31
Written Language	10	13	16	19	24	26	28	30	34
Oral Language	10	12	15	18	23	25	27	29	33
Total	9	11	14	17	21	23	24	27	30

Note. Spatial = Spatial Ability

^a Percentage of children whose actual achievement standard score was below their Spatial Ability by the specified amount or more.

TABLE 3.6 Differences Between Ability and Actual WIAT-II Subtest and Composite Standard Scores Obtained in the DAS Linking Sample, Based on Special Nonverbal Composite Scores

Subtests	Percentage ^a								
	25	20	15	10	5	4	3	2	1
Word Reading	10	12	15	19	24	25	27	29	33
Numerical Operations	8	10	13	16	20	21	23	25	28
Reading Comprehension	9	12	14	17	22	23	25	27	31
Spelling	10	12	15	18	23	25	26	29	32
Pseudoword Decoding	10	13	16	19	25	26	28	31	35
Math Reasoning	7	9	11	13	17	18	19	21	24
Written Expression	11	13	16	20	25	26	28	31	35
Listening Comprehension	9	11	13	16	21	22	24	26	29
Oral Expression	10	13	15	19	24	26	28	30	34
Composites									
Reading	10	12	15	18	23	24	26	28	32
Mathematics	8	9	11	14	18	19	20	22	25
Written Language	10	12	14	18	23	24	26	28	32
Oral Language	8	10	13	16	20	21	23	25	28
Total	8	9	11	14	18	19	20	22	25

Note. Special Nonverbal = Special Nonverbal Composite.

^aPercentage of children whose actual achievement standard score was below their Special Nonverbal Composite by the specified amount or more.

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