



KTEA™-3 Overview Live Webinar

Presented by: Kelly Lee, PhD

Date: Friday, May 8, 2026

Time: 12:00 p.m. – 3:45 p.m. ET

Delivery method: Live webinar

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

Course Description

This 3.5-hour session provides a broad overview of the features of the KTEA-3, administration and scoring of selected subtests, and basic interpretation of the results. Through lecture, discussion, and practice activities, learners will leave the session feeling confident in their ability to administer and score the KTEA-3.

Learner Outcomes

After completing this learning track, the participants will be able to:

1. Describe the components of the KTEA-3
2. List the KTEA-3 subtests and composites
3. Discuss the step-by-step approach for interpretation of KTEA-3 results

Time-ordered Agenda

5 minutes	Introduction
15 minutes	KTEA general test information
120 minutes	Subtest administration & scoring
30 minutes	Scoring
30 minutes	Interpretation
10 minutes	Q&A

About the Presenter

Dr. Kelly Lee is a licensed psychologist in Texas and clinical faculty member at Texas A&M University. She graduated with her doctorate in counseling psychology at the University of Houston in 2016, and her research and clinical interests are in psychoeducational assessment and assessment supervision.



Disclosure

Financial

Kelly Lee is an employee of Pearson Clinical Assessment.

Nonfinancial disclosure:

There are no relevant nonfinancial relationships to disclose.

NCS Pearson, Inc., the sponsor of this learning track, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. This offering will include information that pertains to the effective and appropriate use of the Kaufman Test of Educational Achievement (3rd ed.; KTEA-3), published by NCS Pearson. No other assessments will be discussed during this presentation.

References

- Breaux, K. C., & Lichtenberger, E. O. (2016). *Essentials of KTEA-3 and WIAT-III assessment*. John Wiley & Sons.
- Burns, M. K. (2016). Effect of cognitive processing assessments and interventions on academic outcomes: Can 200 studies be wrong? *Communique, 44*(5).
- Flanagan, D. P., Mascolo, J. T., & Alfonso, V. C. (2017). Utility of KTEA-3 error analysis for the diagnosis of specific learning disabilities. *Journal of Psychoeducational Assessment, 35*(1–2), 226–241. <https://doi.org/10.1177/0734282916671046>
- Ottone-Cross, K. L., Dulong-Langley, S., Root, M. M., Gelbar, N., Bray, M. A., Luria, S. R., Choi, D., Kaufman, J. C., Courville, T., & Pan, X. (2017). Beyond the mask: Analysis of error patterns on the KTEA-3 for students with giftedness and learning disabilities. *Journal of Psychoeducational Assessment, 35*(1–2), 74–93. <https://doi.org/10.1177/0734282916669910>
- Parkin, J. R., Hajovsky, D. B., & Alfonso, V. C. (2024). Describing the relationship between word decoding, oral language, phonemic awareness, and the orthographic lexicon in the KTEA-3 and WIAT-4. *Journal of Psychoeducational Assessment. <https://doi.org/10.1177/07342829241297820>*



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