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Tables and Graphs Report for WPPSI-III - (United Kingdom)

EXAMINEE: Anna L Sample
AGE: 4 years 8 months
DATE OF BIRTH: 09/01/2002
EXAMINEE ID: Not Specified
GENDER: Female

REPORT DATE: 05/10/2006
GRADE: Not Specified
ETHNICITY: White British
EXAMINER: Richard Taylor

Tests Administered: WPPSI-III (30/09/2006)

Age at Testing: WPPSI-III (4 years 8 months)

Is this a retest? No

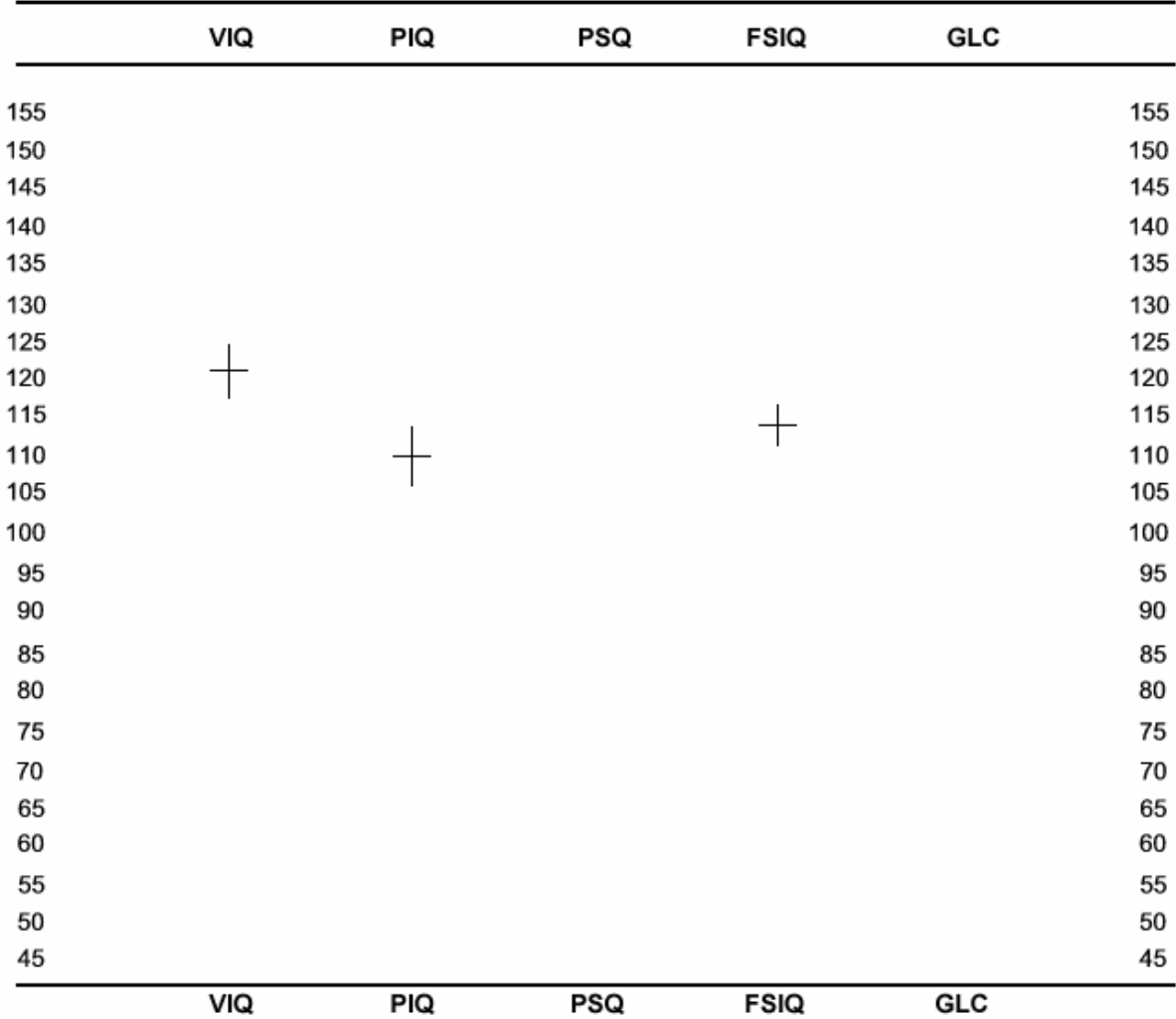
Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal	41	121	92	114-126	Superior
Performance	35	110	75	103-116	High Average
Full	84	114	82	109-119	High Average

Tables and Graphs Report for WPPSI-III - (United Kingdom)

WPPSI-III Composite Scores

Composite Score Profile



Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM	Composite	Score	SEM
VIQ	121	3.35	FSIQ	114	2.60
PIQ	110	3.67	GLC		
PSQ					

Tables and Graphs Report for WPPSI-III - (United Kingdom)

Verbal Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Information	27	14	6:06	91
Vocabulary	29	15	>7:02	95
Word reasoning	17	12	6:02	75

Performance Subtest Scores Summary

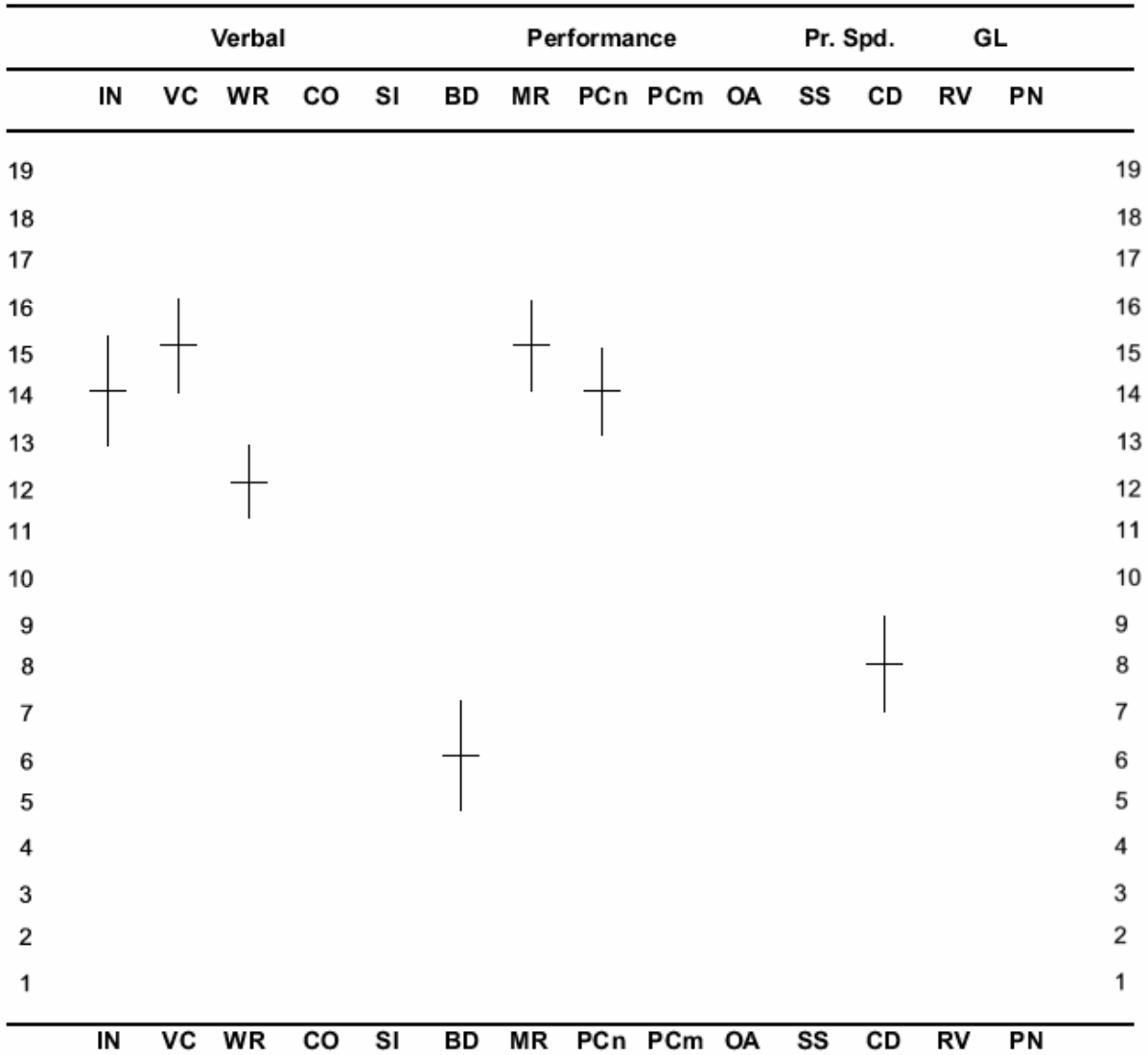
Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Block design	18	6	3:07	9
Matrix reasoning	18	15	6:10	95
Picture concepts	16	14	6:10	91

Processing Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Coding	11	8	<4:01	25

Tables and Graphs Report for WPPSI-III - (United Kingdom)

WPPSI-III Subtest Scaled Score Profile



Vertical bar represents the Standard Error of Measurement.

Subtest	Score	SEM	Subtest	Score	SEM
Information (IN)	14	1.20	Picture Concepts (PCn)	14	0.95
Vocabulary (VC)	15	1.04	Picture Completion (PCm)		
Word Reasoning (WR)	12	0.79	Object Assembly (OA)		
Comprehension (CO)			Symbol Search (SS)		
Similarities (SI)			Coding (CD)	8	1.04
Block Design (BD)	6	1.20	Receptive Vocabulary (RV)		
Matrix Reasoning (MR)	15	0.99	Picture Naming (PN)		

Tables and Graphs Report for WPPSI-III - (United Kingdom)

Composite Score Differences

Discrepancy Comparisons	Score 1	Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Verbal IQ - Performance IQ	121	110	11	9.74	Y	21.5%

Base Rate by Overall Sample

Statistical Significance (Critical Values) at the .05 level

Differences between Subtest and Mean of Subtest Scores

Strengths and Weaknesses	Subtest Scaled Score	Mean Scaled Score	Diff. from Mean	Critical Value	S/W	Base Rate
Block design	6	12	-6	2.95	W	<1%
Information	14	12	2	2.81		25%
Matrix reasoning	15	12	3	2.43	S	10-25%
Vocabulary	15	12	3	2.53	S	10%
Picture concepts	14	12	2	2.33		>25%
Word reasoning	12	12	0	2.27		>25%
Coding	8	12	-4	2.97	W	10-25%

Overall: Mean = 12, Scatter = 9, Base Rate = 11.8%

Statistical Significance (Critical Values) at the .05 level

Tables and Graphs Report for WPPSI-III - (United Kingdom)

WPPSI-III Total Raw Scores

Subtest	Total Raw Score
Block design Total Raw Score (0 to 40)	18
Information Total Raw Score (0 to 34)	27
Matrix reasoning Total Raw Score (0 to 29)	18
Vocabulary Total Raw Score (0 to 43)	29
Picture concepts Total Raw Score (0 to 28)	16
Symbol search Total Raw Score (0 to 50)	
Word reasoning Total Raw Score (0 to 28)	17
Coding Total Raw Score (0 to 65)	11
Comprehension Total Raw Score (0 to 38)	
Picture completion Total Raw Score (0 to 32)	
Similarities Total Raw Score (0 to 46)	
Receptive vocabulary Total Raw Score (0 to 38)	
Object assembly Total Raw Score (0 to 37)	
Picture naming Total Raw Score (0 to 30)	

Interpretive Report of WISC-IV and WIAT-II Testing - (United Kingdom)

hearing screen are unknown at this time. Sarah's mother reports that she has no sensory or motor difficulties. During testing, Sarah had no apparent sensory or motor difficulties. Sarah's mother reports that she has no major medical or psychiatric diagnoses. According to Sarah's mother, she had no signs of neurological concerns in the past. Currently, she has no signs of neurological concerns. During the assessment, it was observed that Sarah appeared to be in good health. According to Sarah's mother, she has not used prescription medication. Currently, she is not taking any prescription medications. Her mother also reports that she has no known substance abuse. Currently, she has no known substance abuse. No behavioural observations were recorded regarding Sarah's medication/substance use.

School

According to Sarah's mother, her pre-kindergarten experience includes Preschool service. Sarah has been assigned to the same school since her initial enrollment. She currently attends mainstream. In the past, Sarah had no significant attendance problems. Currently, she has no significant attendance problems. In the past, Sarah had no disciplinary problems. Currently, Sarah has no disciplinary problems. In the past, Sarah had no serious academic difficulties. Currently, Sarah is performing well. Sarah's past and recent performance on standardised achievement tests is unknown at this time.

Behavioural Observations

Sarah appeared shy. It was observed that Sarah appeared to put forth best effort and appeared concerned about performance.

Interpretation of WISC-IV Results

Sarah was administered fifteen subtests of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) from which her composite scores are derived. The Full Scale IQ (FSIQ) is derived from a combination of ten subtest scores and is considered the most representative estimate of global intellectual functioning. Sarah's general cognitive ability is within the Average range of intellectual functioning, as measured by the FSIQ. Her overall thinking and reasoning abilities exceed those of approximately 61% of children her age (FSIQ = 104; 95% confidence interval = 99-109). Her ability to think with words is comparable to her ability to reason without the use of words. Both Sarah's verbal and nonverbal reasoning abilities are in the Average range.

Sarah's verbal reasoning abilities as measured by the Verbal Comprehension Index are in the Average range and above those of approximately 66% of her peers (VCI = 106; 95% confidence interval = 99-112). The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation. Sarah performed comparably on the verbal subtests contributing to the VCI, suggesting that these verbal cognitive abilities are similarly developed. Sarah performed much better on abstract categorical reasoning and concept formation tasks that did not require verbal expression (Picture Concepts = 16) than on abstract categorical reasoning and concept formation tasks that required verbal expression (Similarities = 11).

Sarah's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index are in the Average range and above those of approximately 70% of her peers (PRI = 108; 95% confidence interval = 100-115). The Perceptual Reasoning Index is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organisation, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. Sarah presents a diverse set of nonverbal abilities, performing much better on some nonverbal skills than others. The degree of variability is unusual for a child her age and may be noticeable to adults who know her well.

Interpretive Report of WISC-IV and WIAT-II Testing - (United Kingdom)

Sarah's ability to sustain attention, concentrate, and exert mental control is in the Average range. She performed better than approximately 34% of her age-mates in this area (Working Memory Index = 94; 95% confidence interval 87-102).

Sarah performed much better on the Letter-Number Sequencing subtest (Scaled Score = 11) than on the Digit Span subtest (Scaled Score = 7). A direct assessment of Sarah's short-term auditory memory, performance on the Digit Span subtest requires attention, concentration, and mental control and can be influenced by the ability to correctly sequence information. Mental control is the ability to attend to and hold information in short-term memory while performing some operation or manipulation with it and then to correctly produce the transformed information. Sarah's difficulty in recalling long spans of digits backward is evidence of weak mental control. This weakness may impede the processing of complex information for her and slow new learning. Solving mathematical problems without pencil and paper also requires mental control.

Sarah's ability in processing simple or routine visual material without making errors is in the Average range when compared to her peers. She performed better than approximately 42% of her peers on the processing speed tasks (Processing Speed Index = 97; 95% confidence interval 88-106). Sarah's performance on the Cancellation subtests was significantly better when the stimulus objects were unstructured (Cancellation Random = 13) rather than structured (Cancellation Structured = 10). This difference is very unusual among children her age, and suggests that Sarah may tend to impose her own unique structure on visually presented tasks.

Personal Strengths and Weakness

Sarah's performance was significantly better on the Picture Concepts subtest than her own mean score. Further, she performed much better than most of her age-mates, thus demonstrating very strong abilities on the Picture Concepts subtest. On the Picture Concepts subtest, Sarah was presented with two or three rows of easily identifiable pictures and asked to choose one picture from each row to form a group with a common characteristic. This subtest is designed to measure fluid reasoning and abstract categorical reasoning ability. The task invokes verbal concepts, but does not require verbal responses; (Picture Concepts scaled score = 16).

Interpretation of WIAT-II Results

Reading

Sarah presents a diverse set of skills on different aspects of reading. She performed much better on tasks that assessed her capability to read sentences and paragraphs and answer questions about what was read (Reading Comprehension standard score = 101) than on tasks that required her to correctly apply phonetic decoding rules when reading a series of nonsense words (Pseudoword Decoding standard score = 83). Her performance in these areas is greater than her ability to correctly read a series of printed words (Word Reading standard score = 73). Given the disparity in subtest performance, the Reading Composite standard score (83) may not be the most accurate manner in which to summarise her reading skills.

Mathematics

In overall mathematics skills Sarah performed in the Low Average range, as indicated by her Mathematics Composite standard score (85). Her skills in this area exceed that of only approximately 16% of students her age. Sarah's performance on tasks that required her to add and subtract one- to three-digit numbers and multiply and divide two-digit numbers (Numerical Operations standard score = 89) is

Interpretive Report of WISC-IV and WIAT-II Testing - (United Kingdom)

comparable to her performance on tasks that requires her to understand number, consumer mathematics concepts, geometric measurement, basic graphs, and solve one-step word problems (Mathematical Reasoning standard score = 85).

Oral Language

Sarah performed in the High Average range in overall language skills, as indicated by her standard score on the Oral Language Composite (115). Her skills in this area exceed those of approximately 84% of students her age. Sarah performed comparably on tasks that required her to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture (Listening Comprehension standard score = 120) and generate words within a category, describe scenes, and give directions (Oral Expression standard score = 106).

Written Language

Sarah's skills in written language are diverse and may not be adequately summarised by a single number. She performed much higher on tasks that evaluated her ability to generate words within a category, generate sentences to describe visual cues, combine sentences, and compose an organised paragraph (Written Expression standard score = 87) than on tasks that required her to correctly spell verbally presented words (Spelling standard score = 71). Because of this variability in her performance, the Written Language Composite standard score (78) may not be the best summary of her overall skills in writing. Sarah's skills in Spelling are within the Borderline range and better than those of only approximately 3% of children her age. Her Written Expression subtest score is above that of approximately 19% of her peers, placing these skills in the Low Average range.

Strengths And Weaknesses

Compared to Sarah's mean score for all WIAT-II subtests, her performance is significantly better in Listening Comprehension, indicating that this is an area of relative strength for her. Her skills in this area are also considered strengths in relation to those of other children her age. Sarah performed better than approximately 91% of her peers on this task.

Oral Expression and Reading Comprehension are areas of relative strength for Sarah. She performed significantly higher than her mean WIAT-II score on each of these subtests. Compared to those of other children her age, however, her skills in these areas are not necessarily strengths. She performed in the Average range in both of these areas relative to her peers.

Spelling and Word Reading are notable weaknesses for Sarah. Her scores on these subtests are significantly less than her mean score for all WIAT-II subtests, indicating that these are areas of lower performance relative to her other skills. She performed better than only approximately 3% and 4% of her peers on Spelling and Word Reading, respectively. Thus, Sarah may experience great difficulty keeping up with other students when these skills are needed.

Pseudoword Decoding is a weakness for Sarah. Her score is significantly less than her mean score for all WIAT-II subtests, indicating that this is an area of weakness relative to her skills in other academic areas. She performed better than only approximately 13% of her peers on this subtest. Thus, Sarah may find it hard to keep up with her schoolmates in this skill area.

Ability-Achievement Discrepancy Analysis Predicted Method

Sarah's scores on the WIAT-II were compared to the levels of achievement predicted for a student with her general cognitive ability, as indicated by her Verbal Comprehension score of 106 on the WISC-IV

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administered 25/07/2006. Significant differences between actual and predicted achievement scores are reported in this section.

She performed particularly well on tasks involving Listening Comprehension. Sarah achieved a much higher score on this subtest (actual score = 120) than expected, based on her overall cognitive ability (predicted score = 104). This significant difference indicates a specific strength in tasks that required her to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture.

Sarah displays difficulty with achievement in reading. She scored much lower on the Reading Composite (actual score = 83) than expected for a child with her general cognitive ability (predicted score = 104). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Sarah may benefit from assistance in helping her further develop her skills. Word Reading (actual standard score = 73) and Pseudoword Decoding (actual standard score = 83) are areas of difficulty for Sarah. The difference between Sarah's actual and predicted scores on the Word Reading subtest (31 points) is both significant and highly unusual, and indicates a specific weakness in tasks that required her to correctly read a series of printed words. For the Pseudoword Decoding subtest, the discrepancy between her actual and predicted scores (20 points) is also significant, suggesting a specific weakness in tasks that required Sarah to correctly apply phonetic decoding rules when reading a series of nonsense words.

Sarah displays difficulty with achievement in mathematics. She scored much lower on the Mathematics Composite (actual score = 85) than expected for a child with her general cognitive ability (predicted score = 104). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Sarah may benefit from assistance in helping her further develop her skills. Both Mathematical Reasoning (actual standard score = 85) and Numerical Operations (actual standard score = 89) are areas of difficulty for Sarah. The difference between Sarah's actual and predicted scores on the Mathematical Reasoning subtest (19 points) is both significant and highly unusual, and indicates a specific weakness in tasks that required her to understand number, consumer mathematics concepts, geometric measurement, basic graphs, and solve one-step word problems. For the Numerical Operations subtests, the discrepancy between her actual and predicted scores (14 points) is also significant, suggesting a specific weakness in tasks that required Sarah to add and subtract one- to three-digit numbers and multiply and divide two-digit numbers.

Sarah displays difficulty with achievement in written language skills. She scored much lower on the Written Language Composite (actual score = 78) than expected for a child with her general cognitive ability (predicted score = 103). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Sarah may benefit from assistance in helping her further develop her skills. Both Spelling (actual standard score = 71) and Written Expression (actual standard score = 87) are areas of difficulty for Sarah. The difference between Sarah's actual and predicted scores on the Spelling subtest (32 points) is both significant and highly unusual, and indicates a specific weakness in tasks that required her to correctly spell verbally presented words. For the Written Expression subtests, the discrepancy between her actual and predicted scores (15 points) is also significant, suggesting a specific weakness in tasks that required Sarah to generate words within a category, generate sentences to describe visual cues, combine sentences, and compose an organised paragraph.

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Summary

Sarah is a 9-year-old child who completed the WISC-IV and the WIAT-II. Her general cognitive ability, as estimated by the WISC-IV, is in the Average range. Sarah's verbal comprehension and perceptual reasoning abilities were also both in the Average range (VCI = 106, PRI = 108). Sarah's general working memory abilities are in the Average range (WMI = 94), and general processing speed abilities in the Average range (PSI = 97).

Sarah demonstrated personal strength in Listening Comprehension on the WIAT-II. She demonstrated relatively weak skills in Mathematical Reasoning, Numerical Operations, Pseudoword Decoding, Spelling, Word Reading, and Written Expression on the WIAT-II.

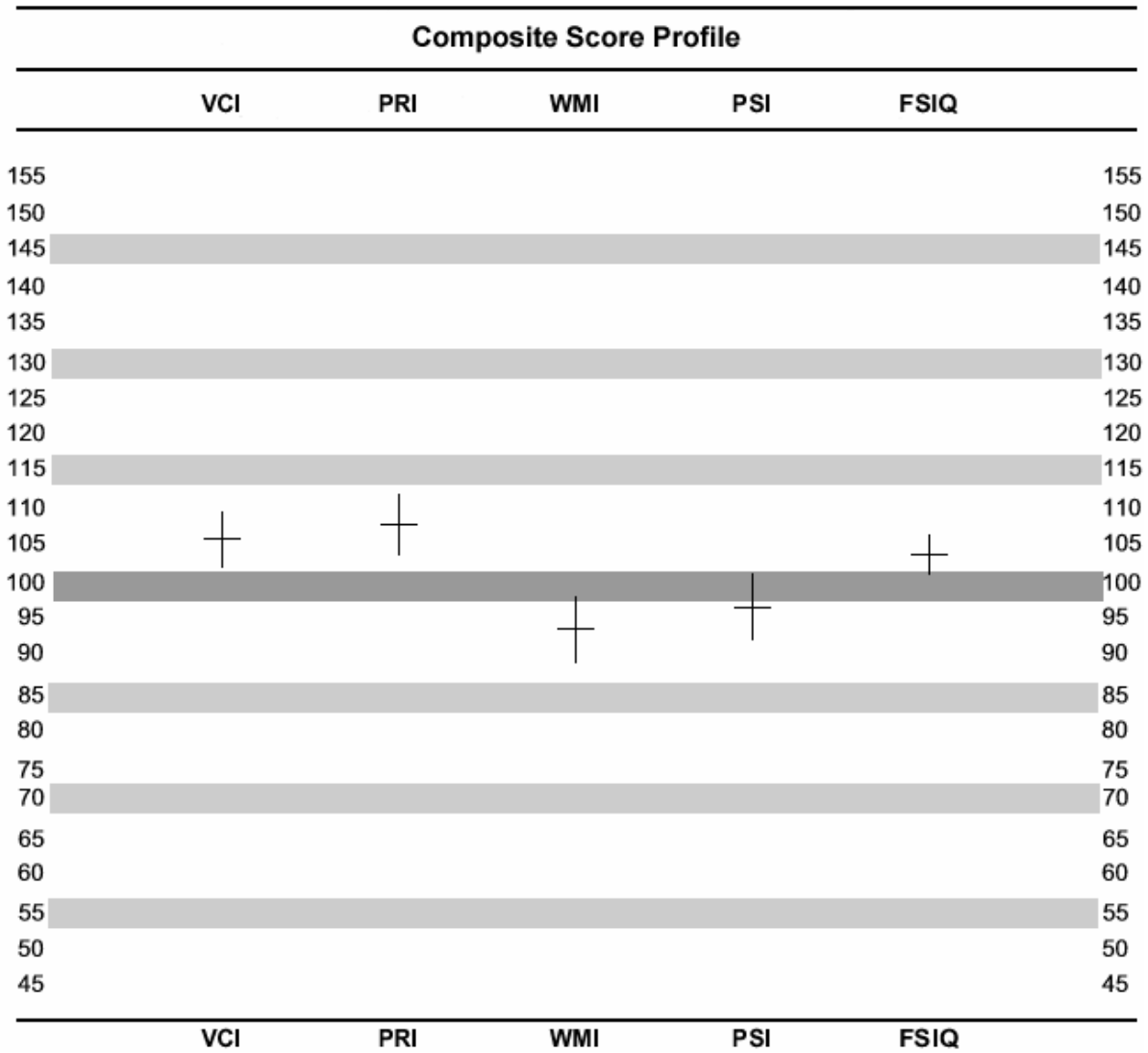
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Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension (VCI)	34	106	66	99-112	Average
Perceptual Reasoning (PRI)	34	108	70	100-115	Average
Working Memory (WMI)	18	94	34	87-102	Average
Processing Speed (PSI)	19	97	42	88-106	Average
Full Scale (FSIQ)	105	104	61	99-109	Average

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WISC-IV Composite Score Profile



Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM	Composite	Score	SEM
VCI	106	3.67	PSI	97	4.24
PRI	108	3.97	FSIQ	104	2.6
WMI	94	4.24			

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Index Level Discrepancy Comparisons

Index Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
VCI - PRI	106	108	-2	10.6	N	47.9%
VCI - WMI	106	94	12	10.99	Y	19.2%
VCI - PSI	106	97	9	12.11	N	28%
PRI - WMI	108	94	14	11.38	Y	18.2%
PRI - PSI	108	97	11	12.47	N	24.2%
WMI - PSI	94	97	-3	12.8	N	46.5%

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. from Mean	Critical Value	S/W	Base Rate
Block Design	8	10.5	-2.5	3.01		25%
Similarities	11	10.5	0.5	3.01		>25%
Digit Span	7	10.5	-3.5	2.87	W	10-25%
Picture Concepts	16	10.5	5.5	3.39	S	1-2%
Coding	9	10.5	-1.5	3.17		>25%
Vocabulary	11	10.5	0.5	2.7		>25%
Letter-Number Sequencing	11	10.5	0.5	2.63		>25%
Matrix Reasoning	10	10.5	-0.5	2.68		>25%
Comprehension	12	10.5	1.5	3.44		>25%
Symbol Search	10	10.5	-0.5	3.56		>25%

Overall Mean = 10.5, Scatter = 9, Base Rate = 22.5%

Statistical Significance (Critical Values) at the .05 level

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Subtest Level Discrepancy Comparison

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Digit Span - Letter-Number Sequencing	7	11	-4	2.83	Y	11.4%
Coding - Symbol Search	9	10	-1	3.55	N	44.8%
Similarities - Picture Concepts	11	16	-5	3.36	Y	7.6%
Digit Span - Arithmetic	7	6	1	2.94	N	42.4%
Letter-Number Sequencing - Arithmetic	11	6	5	2.8	Y	4.4%
Coding - Cancellation	9	12	-3	3.58	N	21.9%
Symbol Search - Cancellation	10	12	-2	3.8	N	31.5%

Statistical Significance (Critical Values) at the .05 level

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

Subtests	Raw Score	Scaled Score	Percentile Rank
Similarities	19	11	63
Vocabulary	32	11	63
Comprehension	24	12	75
(Information)	15	9	37
(Word Reasoning)	16	13	84

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

Subtests	Raw Score	Scaled Score	Percentile Rank
Block Design	22	8	25
Picture Concepts	22	16	98
Matrix Reasoning	20	10	50
(Picture Completion)	24	10	50

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

Subtests	Raw Score	Scaled Score	Percentile Rank
Digit Span	11	7	16
Letter-Number Sequencing	17	11	63
(Arithmetic)	17	6	9

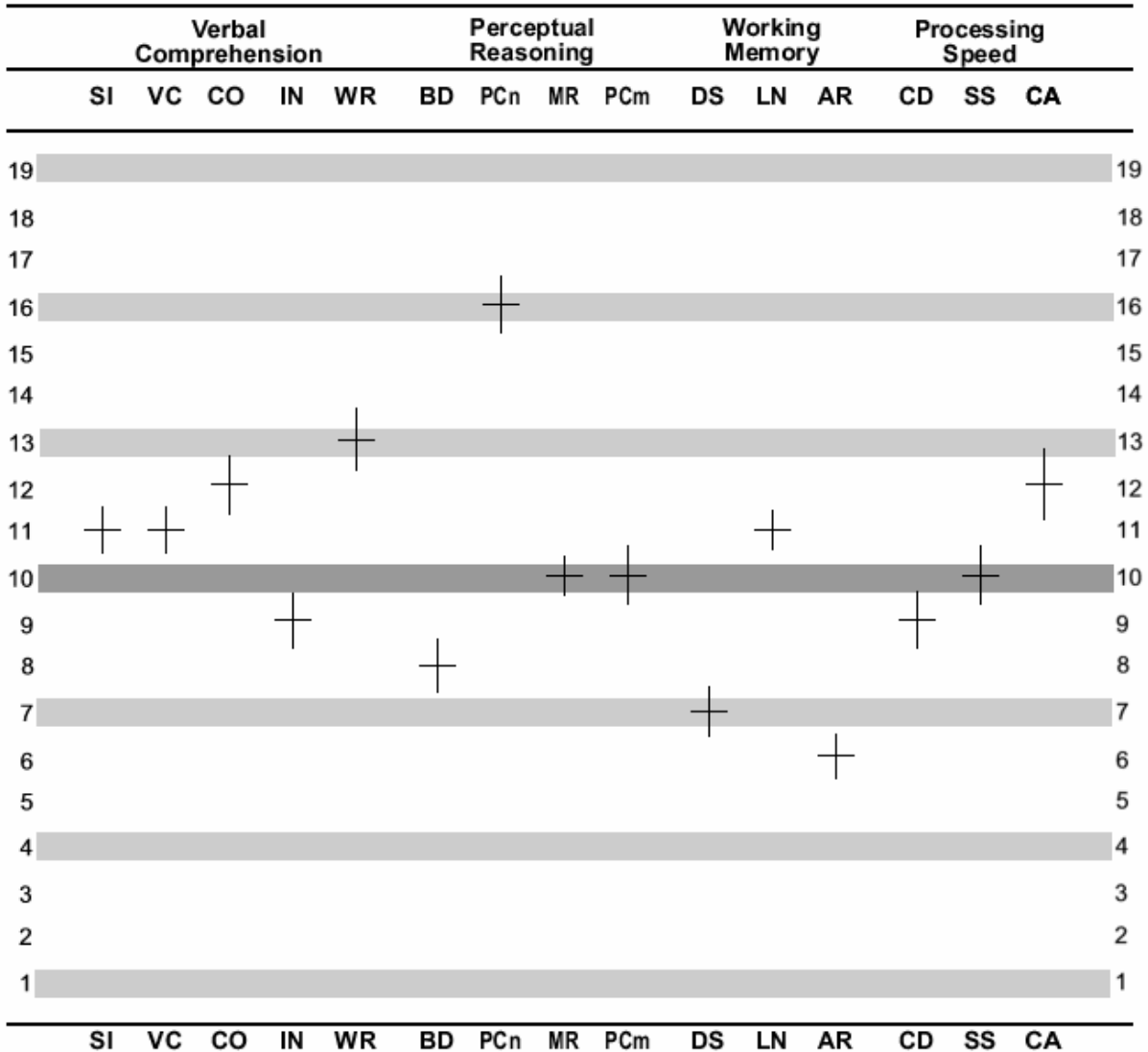
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Processing Speed Subtest Scores Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Coding (CD)	37	9	37
Symbol Search (SS)	20	10	50
(Cancellation) (CA)	73	12	75

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WISC-IV Subtest Scaled Score Profile



Vertical bar represents the Standard Error of Measurement.

Subtest	Score	SEM	Subtest	Score	SEM
Similarities (SI)	11	1.04	Picture Completion (PCm)	10	1.31
Vocabulary (VC)	11	0.99	Digit Span (DS)	7	1.08
Comprehension (CO)	12	1.31	Letter-Number Sequencing (LN)	11	0.85
Information (IN)	9	1.2	Arithmetic (AR)	6	0.95
Word Reasoning (WR)	13	1.34	Coding (CD)	9	1.24
Block Design (BD)	8	1.2	Symbol Search (SS)	10	1.27
Picture Concepts (PCn)	16	1.24	Cancellation (CA)	12	1.56
Matrix Reasoning (MR)	10	0.85			

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Process Summary and Discrepancy Analysis

Process Score	Raw Score	Scaled Score
Block Design No Time Bonus	22	8
Digit Span Forwards	6	7
Digit Span Backwards	5	7
Cancellation Random	39	13
Cancellation Structured	34	10

Process Score	Raw Score	Base Rate
Longest Digit Span Forwards (LDSF)	4	98.5%
Longest Digit Span Backwards (LDSB)	3	92%

Process Discrepancy Comparisons

Process Score	Raw Score 1	Raw Score 2	Difference	Base Rate
LDSF - LDSB	4	3	1	87.8%

Base Rate by All Ages

Subtest/Process Score	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Block Design - Block Design No Time Bonus	8	8	0	3.26	N	
Digit Span Forwards - Digit Span Backwards	7	7	0	3.62	N	
Cancellation Random - Structured	13	10	3	4.4	N	14%

Statistical Significance (Critical Values) at the .05 level

Interpretive Report of WISC-IV and WIAT-II Testing - (United Kingdom)

WISC-IV Total Raw Scores

Subtest	Score Range	Raw Score
Block Design	0 to 68	22
Similarities	0 to 44	19
Digit Span	0 to 32	11
Picture Concepts	0 to 28	22
Coding	0 to 119	37
Vocabulary	0 to 68	32
Letter-Number Sequencing	0 to 30	17
Matrix Reasoning	0 to 35	20
Comprehension	0 to 42	24
Symbol Search	0 to 60	20
Picture Completion	0 to 38	24
Cancellation	0 to 136	73
Information	0 to 33	15
Arithmetic	0 to 34	17
Word Reasoning	0 to 24	16
Process Score	Score Range	Raw Score
Block Design No Time Bonus	0 to 50	22
Digit Span Forwards	0 to 16	6
Digit Span Backwards	0 to 16	5
Cancellation Random	0 to 68	39
Cancellation Structured	0 to 68	34
Longest Digit Span Forwards	0,2 to 9	4
Longest Digit Span Backwards	0,2 to 8	3

Summary of WIAT-II Subtest Scores

SUBTESTS	RAW	STD	95% INTERVAL	PR	NCE	S9	AGE EQU
Word Reading	77	73	69- 77	4	12	2	6:08
Reading Comprehension	120* *	101	95- 107	53	51	5	10:00
Pseudoword Decoding	19	83	78- 88	13	26	3	6:04
Numerical Operations	17	89	79- 99	23	35	4	8:04
Mathematical Reasoning	34	85	77- 93	16	29	3	7:08
Spelling	18	71	64- 78	3	9	1	6:08
Written Expression	11	87	76- 98	19	32	3	8:04
Listening Comprehension	33	120	107- 133	91	78	8	15:00
Oral Expression	36	106	96- 116	66	58	6	11:04

** Represents Reading Comprehension weighted raw score.

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Summary of WIAT-II Composite and Total Scores

COMPOSITES	RAW	STD	95% INTERVAL	PR	NCE	S9
Reading	257	83	80- 86	13	26	3
Mathematics	174	85	78- 92	16	29	3
Written Language	158	78	71- 85	7	19	2
Oral Language	226	115	106- 124	84	71	7
Total	815	86	82- 90	18	30	3

Differences Between Subtest Scores and Mean of Subtest Scores

SUBTESTS	STD SCORE	DIFF. FROM MEAN	SIGNIF.	FREQ	S/W
Word Reading	73	-17.56	.05*	5%	W
Reading Comprehension	101	10.44	.05*	25%	S
Pseudoword Decoding	83	-7.56	.05*	>25%	W
Numerical Operations	89	-1.56	ns	>25%	
Mathematical Reasoning	85	-5.56	ns	>25%	
Spelling	71	-19.56	.05*	2%	W
Written Expression	87	-3.56	ns	>25%	
Listening Comprehension	120	29.44	.05*	<1%	S
Oral Expression	106	15.44	.05*	25%	S

Mean of Subtest Standard Scores = 90.56

* significant at the .05 level

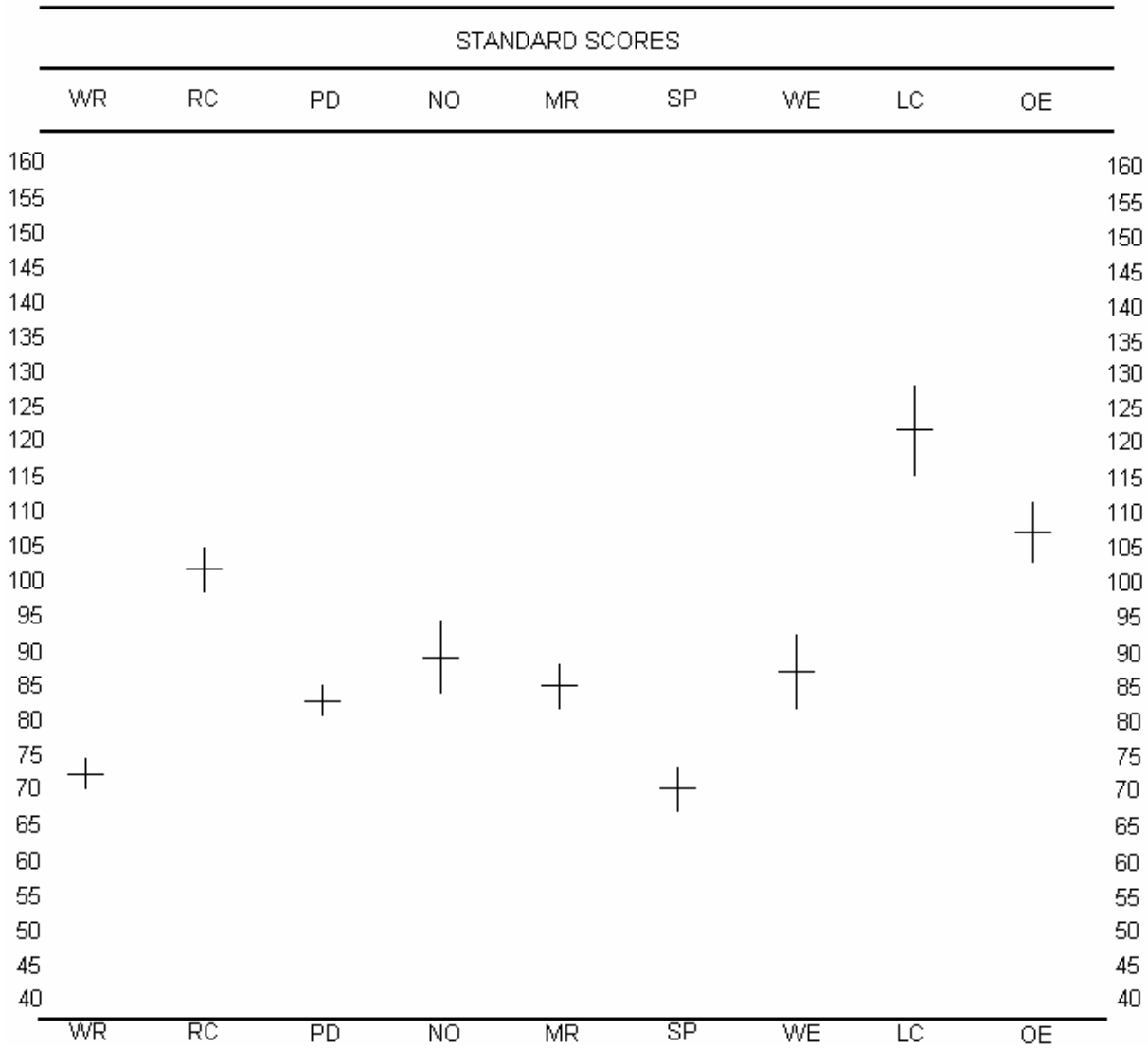
Differences Between Composite Standard Scores

COMPOSITES	DIFFERENCE	SIGNIF.	FREQUENCY
Reading/Mathematics	-2	ns	47.1%
Reading/Oral Language	-32	.05*	1.2%
Reading/Written Language	5	ns	30.2%
Mathematics/Oral Language	-30	.05*	1.9%
Mathematics/Written Language	7	ns	31.7%
Oral Language/Written Language	37	.05*	0.4%

* significant at the .05 level

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WIAT-II GRAPH OF SUBTEST STANDARD SCORES



Subtest	SS	SEM	Subtest	SS	SEM
Word Reading (WR)	73	2	Spelling (SP)	71	3
Reading Comprehension (RC)	101	3	Written Expression (WE)	87	5
Pseudoword Decoding (PD)	83	2	Listening Comprehension (LC)	120	6
Numerical Operations (NO)	89	5	Oral Expression (OE)	106	4
Mathematical Reasoning (MR)	85	3			

Interpretive Report of WISC-IV and WIAT-II Testing - (United Kingdom)

WIAT-II Total Raw Scores

Subtest	Total Raw Score
Word Reading	77
Numerical Operations	17
Reading Comprehension	120
Item Set (Age 9)	36
Target Words Total	16
Reading Speed Total	345
Spelling	18
Pseudoword Decoding	19
Mathematical Reasoning	34
Written Expression	11
Alphabet Writing	0
Word Fluency Subtotal	6
Sentences Subtotal	0
Essay/Paragraph Spelling Errors	3
Essay/Paragraph Punctuation Errors	1
Essay/Paragraph Multiple Spellings	0
Essay/Paragraph Organisation	5
Subtotal	
Essay/Paragraph Vocabulary Subtotal	0
Essay/Paragraph Word Count	20
Essay/Paragraph Holistic Score	1
Listening Comprehension	33
Receptive Vocabulary Subtotal	13
Sentence Comprehension Subtotal	10
Expressive Vocabulary Subtotal	10
Oral Expression	36
Visual Passage Retell	21
Word Fluency Subtotal	8
Giving Directions	13

Interpretive Report of WISC-IV and WIAT-II Testing - (United Kingdom)

Ability-Achievement Discrepancy Analysis

Date of Ability Testing: 25/07/2006

Ability Score Type: VCI

Ability Score: 106

Predicted-Difference Method

	Predicted Score	Actual Score	Expected Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
WIAT-II SUBTEST						
Word Reading	104	73	31	10.33	Y	<1%
Reading Comprehension	104	101	3	11.11	N	>25%
Pseudoword Decoding	103	83	20	10	Y	5%
Numerical Operations	103	89	14	11.33	Y	15-20%
Mathematical Reasoning	104	85	19	11.66	Y	4-5%
Spelling	103	71	32	10.55	Y	<1%
Written Expression	102	87	15	11.15	Y	20-25%
Listening Comprehension	104	120	-16	14.49	Y	
Oral Expression	103	106	-3	11.39	N	
COMPOSITES						
Reading	104	83	21	10.16	Y	3-4%
Mathematics	104	85	19	10.87	Y	5-10%
Written Language	103	78	25	10.66	Y	5-10%
Oral Language	104	115	-11	12.54	N	
Total	104	86	18	10.31	Y	4%

Statistical Significance (Critical Values) at the .01 level

Base Rates are not reported when the achievement score equals or exceeds the ability score.

This report is valid only if signed by a qualified professional:

Mary Poppins

Examinee: Sarah Sample
Sex: Female
Examiner: Mary Poppins

Date Tested: 25/07/2006
Date of Birth: 27/11/1996
Age: 9 years 7 months

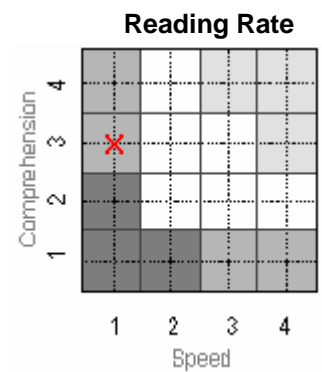
Summary Report

Age Based Scores

WIAT-II Subtests	Standard Score	Composite Standard Score	Confidence Interval 95%	Percentile	Age Equivalent	Other NCE
Reading						
Word Reading	73		69- 77	4	6:08	12
Reading Comprehension	101		95- 107	53	10:00	51
Pseudoword Decoding	83		78- 88	13	6:04	26
Composite Score (Sum of Subtest SS)	257	83	80- 86	13		26
Mathematics						
Numerical Operations	89		79- 99	23	8:04	35
Mathematical Reasoning	85		77- 93	16	7:08	29
Composite Score (Sum of Subtest SS)	174	85	78- 92	16		29
Written Language						
Spelling	71		64- 78	3	6:08	9
Written Expression	87		76- 98	19	8:04	32
Composite Score (Sum of Subtest SS)	158	78	71- 85	7		19
Oral Language						
Listening Comprehension	120		107- 133	91	15:00	78
Oral Expression	106		96- 116	66	11:04	58
Composite Score (Sum of Subtest SS)	226	115	106- 124	84		71
Total Composite Score (Sum of All Subtest Standard Scores)		86	82- 90	18		30

Supplemental Scores	Raw Score	Quartile	Decile
Reading			
Reading Comprehension	101*	3	
Target Words	16	1	
Reading Speed	345	1	
Written Expression			
Alphabet Writing	0		
Word Fluency	6	1	
Word Count	20	1	
Holistic Score (Paragraph or Essay)	1		
Oral Expression			
Word Fluency	8	1	

*Represents standard



- 1 - Far below average to below average
- 2 - Below average to average
- 3 - Average to above average
- 4 - Above average to far above average

Examinee: Sarah Sample

Date Tested: 25/07/2006

Date of Birth: 27/11/1996

WIAT-II Achievement Subtest Scores:

Reading Composite		Mathematics Composite		Written Language Composite		Oral Language Composite	
Word Reading	73	Numerical Operations	89	Spelling	71	Listening Comprehension	120
Reading Comprehension	101	Mathematical Reasoning	85	Written Expression	87	Oral Expression	106
Pseudoword Decoding	83						
Reading Composite	83	Mathematics Composite	85	Written Language Composite	78	Oral Language Composite	115

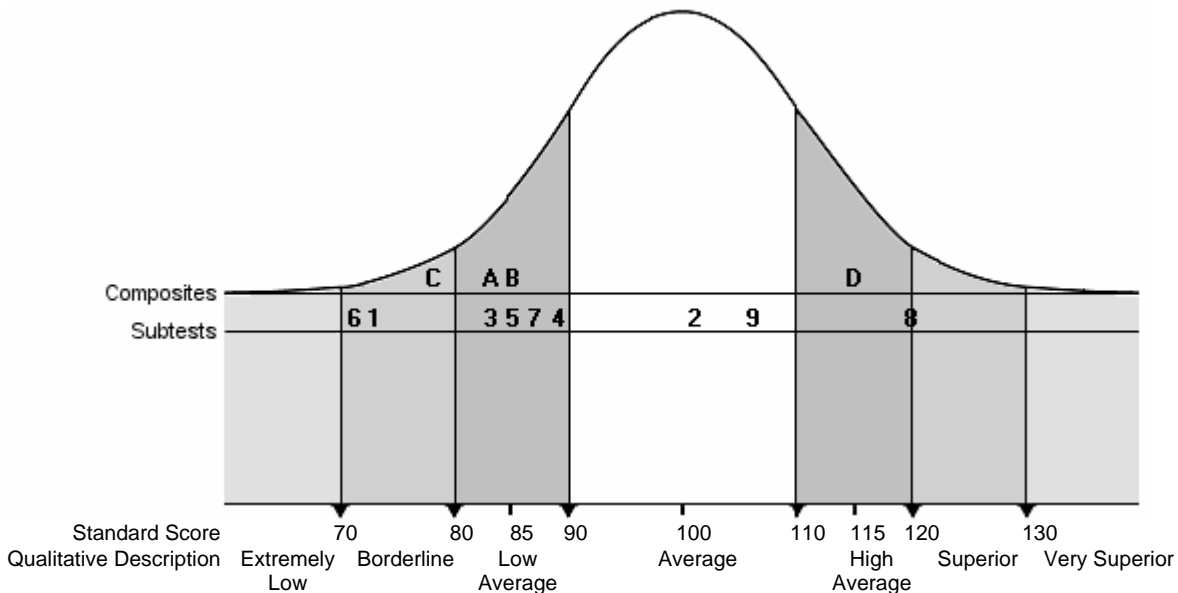
Notes:

Subtests

- 1 - Word Reading
- 2 - Reading Comprehension
- 3 - Pseudoword Decoding
- 4 - Numerical Operations
- 5 - Mathematical Reasoning
- 6 - Spelling
- 7 - Written Expression
- 8 - Listening Comprehension
- 9 - Oral Expression

Composites

- A - Reading Composite
- B - Mathematics Composite
- C - Written Language Composite
- D - Oral Language Composite



Your child was recently administered the Wechsler Individual Achievement Test-Second UK Edition (WIAT-II UK). This test includes nine subtests that measure reading, mathematics, written language, and oral language skills.

The following is a description of each subtest in the WIAT-II UK.

Word Reading	■ Depending on the student's age, he or she identifies the letters of the alphabet, beginning and ending sounds of words, and rhyming words, or reads as quickly as possible from a list of words.
Pseudoword Decoding	■ The student uses his or her phonetic knowledge to sound out nonsense or unfamiliar words.
Reading Comprehension	■ The student reads sentences and short passages and then answers questions about the main idea, specific details, or the order of events. He or she is also asked to make inferences, draw conclusions, or define unfamiliar words by using context clues.
Numerical Operations	■ The student solves written mathematical problems requiring addition, subtraction, multiplication, and division using whole numbers, fractions, and decimals.
Mathematical Reasoning	■ The student solves a word or stated problem requiring single or multiple steps related to time, money, measurement, geometry, probability, and reading and interpreting graphs.
Spelling	■ The student spells a target word based on its meaning as it is used in a sentence.
Written Expression	■ The student writes words, sentences and either a paragraph or short essay in response to a topic. Writing is evaluated on organisation, vocabulary, theme development, and mechanics such as spelling and punctuation.
Listening Comprehension	■ The student listens to a word or sentence and matches it to a picture or looks at a picture and responds with the corresponding word.
Oral Expression	■ The student lists words that match a topic, repeats a sentence, tells a story based on a series of pictured events, or describes the steps required to complete a task.

Understanding the WIAT- II Scores

To evaluate your child's scores, review the graph on the back of the Parent Report. Your child's scores are placed on the graph to indicate how his or her scores fall in relation to each other and in relation to other children's scores.

Children whose scores fall within the *Average* range have skills that are equal to 50% of their peers.

To provide the appropriate intervention, it is important to identify any problem areas in your child's scores. Review the score placement on the graph. Are most scores within the

Average range or are some scores in the *Low* or *High Average* range? Scores that are *below* the average range indicate intervention might be required; scores that are *above* the average range indicate proficiency in the skill area.

You should also note whether the scores of subtests with similar content such as Word Reading and

Reading Comprehension are similar to each other. Since each subtest measures a different group of skills, a child can have both high and low scores, but generally a child's scores within a content area, for example, reading, will be similar to each other. When a child has specific problem areas, the score of the subtest that measures that skill may be much lower.

If an ability score is also reported on the graph, notice how closely your child's WIAT-II scores fall in relation to the ability score. Intervention may be indicated in instances when the ability score is much higher than the WIAT-II achievement subtest scores.

Please discuss any concerns or questions you have about these results with your child's teacher.