KTEA™ -3

Kaufman Test of Educational Achievement, Third Edition

Standard Report

Alan S. Kaufman, PhD, & Nadeen L. Kaufman, EdD

Name:	Allie C	Test Date:	04/12/2014
Examinee ID:		Form:	A
Birth Date:	09/01/2004	Examiner Name:	A Examiner
Age:	9:7	Testing Site:	Site M
Gender:	Female	Current Grade (or Highest Grade Completed):	4
Reason for Referral:	Reading difficulty	Medication:	

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PsychCorp

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[1.1 / RE1 / QG1]

Core Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Core Composites								
Academic Skills Battery (ASB) Composite	-	541	87	84 - 90	19	Average	-	-
Math Concepts & Applications	47	-	92	86 - 98	30	Average	8:10	499
Letter & Word Recognition	52	-	88	83 - 93	21	Average	8:4	486
Written Expression	52[1]	-	90	80 - 100	25	Average	8:1	497
Math Computation	36	-	95	87 - 103	37	Average	8:10	506
Spelling	32	-	84	80 - 88	14	Below average	7:10	484
Reading Comprehension	11[1]	-	92	84 - 100	30	Average	8:7	501
Reading Composite	-	180	88	83 - 93	21	Average	-	-
Letter & Word Recognition	52	-	88	83 - 93	21	Average	8:4	486
Reading Comprehension	11[1]	-	92	84 - 100	30	Average	8:7	501
Math Composite	-	187	92	87 - 97	30	Average	-	-
Math Concepts & Applications	47	-	92	86 - 98	30	Average	8:10	499
Math Computation	36	-	95	87 - 103	37	Average	8:10	506
Written Language Composite	-	174	86	80 - 92	18	Average	-	-
Written Expression	52[1]	-	90	80 - 100	25	Average	8:1	497
Spelling	32	-	84	80 - 88	14	Below average	7:10	484

[1] Indicates a raw score that is converted to a weighted raw score (not shown).
[2] Indicates that a raw score is based on a below grade level item set.

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Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Supplemental Composites								
Sound-Symbol Composite	-	169	82	76 - 88	12	Below average	-	-
Phonological Processing	36	-	94	86 - 102	34	Average	8:1	497
Nonsense Word Decoding	6	-	75	70 - 80	5	Below average	6:1	470
Decoding Composite	-	163	80	76 - 84	9	Below average	-	-
Letter & Word Recognition	52	-	88	83 - 93	21	Average	8:4	486
Nonsense Word Decoding	6	-	75	70 - 80	5	Below average	6:1	470
Reading Fluency Composite	-	257	83	75 - 91	13	Below average	-	-
Silent Reading Fluency	23	-	94	83 - 105	34	Average	8:7	500
Word Recognition Fluency	23[1]	-	84	71 - 97	14	Below average	7:4	483
Decoding Fluency	10	-	79	66 - 92	8	Below average	<8:1	476
Reading Understanding Composite	-	178	87	81 - 93	19	Average	-	-
Reading Comprehension	11[1]	-	92	84 - 100	30	Average	8:7	501
Reading Vocabulary	18	-	86	79 - 93	18	Average	7:10	488
Oral Language Composite	-	303	101	90 - 112	53	Average	-	-
Associational Fluency	34	-	110	92 - 128	75	Average	12:6	513
Listening Comprehension	18[1]	-	108	97 - 119	70	Average	10:6	512
Oral Expression	27[1]	-	85	73 - 97	16	Average	6:10	494
Oral Fluency Composite	-	223	116	102 - 130	86	Above average	-	-
Associational Fluency	34	-	110	92 - 128	75	Average	12:6	513
Object Naming Facility	64	-	113	99 - 127	81	Average	12:2	-
Comprehension Composite	-	200	100	92 - 108	50	Average	-	-
Reading Comprehension	11[1]	-	92	84 - 100	30	Average	8:7	501
Listening Comprehension	18[1]	-	108	97 - 119	70	Average	10:6	512
Expression Composite	-	175	85	76 - 94	16	Average	-	-
Written Expression	52[1]	-	90	80 - 100	25	Average	8:1	497
Oral Expression	27[1]	-	85	73 - 97	16	Average	6:10	494
Orthographic Processing Composite	-	262	83	74 - 92	13	Below average	-	-
Spelling	32	-	84	80 - 88	14	Below average	7:10	484
Letter Naming Facility	56	-	94	74 - 114	34	Average	7:10	-
Word Recognition Fluency	23[1]	-	84	71 - 97	14	Below average	7:4	483
Academic Fluency Composite	-	253	79	70 - 88	8	Below average	-	-
Writing Fluency	14	-	79	65 - 93	8	Below average	7:1	480

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Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Math Fluency	18	-	95	84 - 106	37	Average	8:10	496
Decoding Fluency	10	-	79	66 - 92	8	Below average	<8:1	476

[1] Indicates a raw score that is converted to a weighted raw score (not shown).
[2] Indicates that a raw score is based on a below grade level item set.

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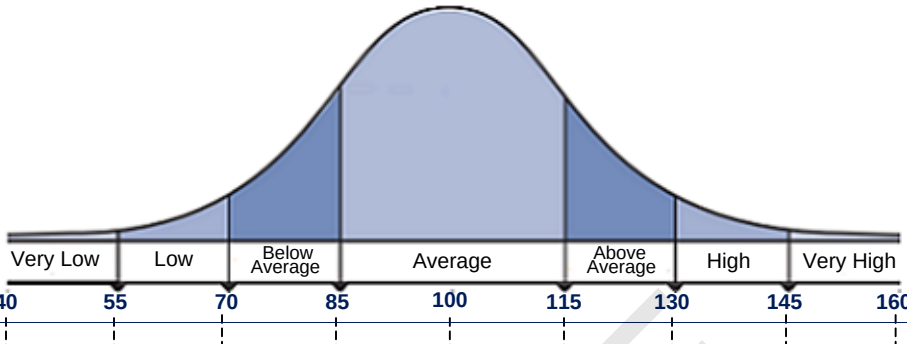
Core Composite Score Summary Profile



	Score	Confidence Interval
Academic Skills Battery (ASB) Composite	87	84 - 90
Math Concepts & Applications	92	86 - 98
Letter & Word Recognition	88	83 - 93
Written Expression	90	80 - 100
Math Computation	95	87 - 103
Spelling	84	80 - 88
Reading Comprehension	92	84 - 100
Reading Composite	88	83 - 93
Letter & Word Recognition	88	83 - 93
Reading Comprehension	92	84 - 100
Math Composite	92	87 - 97
Math Concepts & Applications	92	86 - 98
Math Computation	95	87 - 103
Written Language Composite	86	80 - 92
Written Expression	90	80 - 100
Spelling	84	80 - 88

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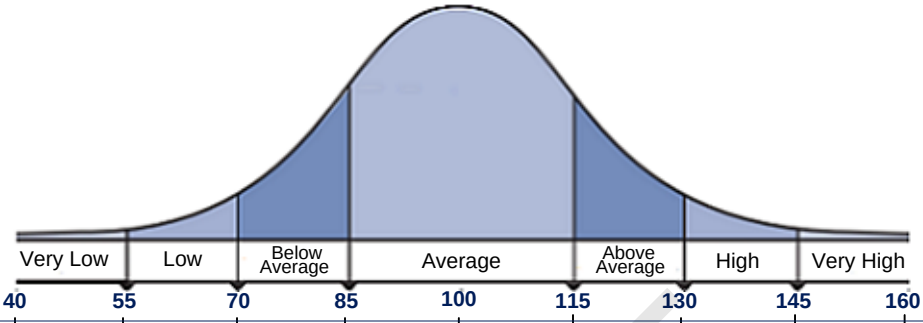
Supplemental Composite Score Summary Profile



	Score	Confidence Interval
Sound-Symbol Composite	82	76 - 88
Phonological Processing	94	86 - 102
Nonsense Word Decoding	75	70 - 80
Decoding Composite	80	76 - 84
Letter & Word Recognition	88	83 - 93
Nonsense Word Decoding	75	70 - 80
Reading Fluency Composite	83	75 - 91
Silent Reading Fluency	94	83 - 105
Word Recognition Fluency	84	71 - 97
Decoding Fluency	79	66 - 92
Reading Understanding Composite	87	81 - 93
Reading Comprehension	92	84 - 100
Reading Vocabulary	86	79 - 93
Oral Language Composite	101	90 - 112
Associational Fluency	110	92 - 128
Listening Comprehension	108	97 - 119
Oral Expression	85	73 - 97

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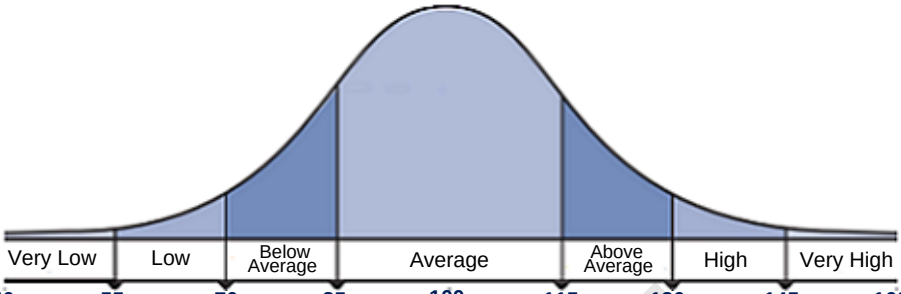
Supplemental Composite Score Summary Profile Continued



	Score	Confidence Interval
Oral Fluency Composite	116	102 - 130
Associational Fluency	110	92 - 128
Object Naming Facility	113	99 - 127
Comprehension Composite	100	92 - 108
Reading Comprehension	92	84 - 100
Listening Comprehension	108	97 - 119
Expression Composite	85	76 - 94
Written Expression	90	80 - 100
Oral Expression	85	73 - 97
Orthographic Processing Composite	83	74 - 92
Spelling	84	80 - 88
Letter Naming Facility	94	74 - 114
Word Recognition Fluency	84	71 - 97
Academic Fluency Composite	79	70 - 88
Writing Fluency	79	65 - 93
Math Fluency	95	84 - 106
Decoding Fluency	79	66 - 92

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Cattell-Horn-Carroll (CHC) Abilities Score Report

Broad Ability	Narrow Ability	WISC-V Index/Subtest	Scaled/Standard Score	KTEA-3 Composite/Subtest	Standard Score
Gc		Verbal Comprehension Index	-	Oral Language Composite	101
				Expression Composite	85
	Listening Ability (LS) & General Verbal Information (KO)	Information	-		
		Comprehension	-		
		Picture Concepts	-		
	Listening Ability (LS)			Listening Comprehension	108
	Lexical Knowledge (VL)	Vocabulary	-		
		Similarities	-		
	Language Development (LD)			Reading Vocabulary	86
	Communication Ability (CM)			Oral Expression	85
	Grammatical Sensitivity (MY)			Written Expression	90
				Oral Expression	85
Gf		Fluid Reasoning Index	-		
		Quantitative Reasoning Index	-		
	Induction (I)	Matrix Reasoning	-		
		Picture Concepts	-		
		Similarities	-		
	Quantitative Reasoning (RQ)	Figure Weights	-	Math Concepts & Applications	92
		Arithmetic	-		

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Broad Ability	Narrow Ability	WISC-V Index/Subtest	Scaled/Standard Score	KTEA-3 Composite/Subtest	Standard Score
Ga				Sound-Symbol Composite	82
	Phonetic Coding (PC)			Nonsense Word Decoding	75
				Decoding Fluency	79
				Phonological Processing	94
Gv		Visual Spatial Index	-		
	Visualization (Vz)	Block Design	-		
		Visual Puzzles	-		
	Visual Memory (MV)	Picture Span	-		
Gs		Processing Speed Index	-		
	Rate of Test-Taking (R9)	Coding	-		
		Naming Speed Literacy*	-	Object Naming Facility*	113
		Naming Speed Quantity*	-	Letter Naming Facility*	94
	Perceptual Speed (P)	Symbol Search	-		
		Cancellation	-		
	Number Facility (N)			Math Fluency	95
Gwm		Working Memory Index	-		
		Auditory Working Memory Index	-		
	Memory Span (MS)	Digit Span	-		
	Working Memory Capacity (MW)	Digit Span	-		
		Letter-Number Sequencing	-		
		Picture Span	-		
		Arithmetic	-		

*Some experts classify RAN-type tasks as *Gs*, others as *Glr*. The report lists them as *Gs*/R9 and *Glr*/NA.

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Broad Ability	Narrow Ability	WISC-V Index/Subtest	Scaled/Standard Score	KTEA-3 Composite/Subtest	Standard Score
Glr		Naming Speed Index	-		
		Symbol Translation Index	-		
		Storage and Retrieval Index	-		
	Ideational Fluency (FI)			Associational Fluency	110
	Meaningful Memory (MM)			Listening Comprehension	108
	Associative Memory (MA)	Immediate Symbol Translation	-		
		Delayed Symbol Translation	-		
		Recognition Symbol Translation	-		
	Naming Facility (NA)	Naming Speed Literacy*	-	Object Naming Facility*	113
		Naming Speed Quantity*	-	Letter Naming Facility*	94
Grw				Reading Composite	88
				Written Language Composite	86
				Decoding Composite	80
				Reading Understanding Composite	87
				Reading Fluency Composite	83
	Reading Decoding (RD)			Letter & Word Recognition	88
				Nonsense Word Decoding	75
				Decoding Fluency	79

*Some experts classify RAN-type tasks as *Gs*, others as *Glr*. The report lists them as *Gs*/R9 and *Glr*/NA.

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Broad Ability	Narrow Ability	WISC-V Index/Subtest	Scaled/Standard Score	KTEA-3 Composite/Subtest	Standard Score
Grw *(cont.)*	**Reading Comprehension (RC)**			Reading Comprehension	92
				Reading Vocabulary	86
	Reading Speed (RS)			Silent Reading Fluency**	94
				Word Recognition Fluency**	84
				Decoding Fluency**	79
	Writing Ability (WA)			Written Expression	90
	English Usage Knowledge (EU)			Written Expression	90
	Spelling Ability (SG)			Spelling	84
	Writing Speed (WS)			Writing Fluency	79
Gq				Math Composite	92
	Mathematical Knowledge (KM)			Math Concepts & Applications	92
	Mathematical Achievement (A3)			Math Concepts & Applications	92
				Math Computation	95

***Grw/Gs* is how some experts conceptualize the broad ability associated with the actual task; cross-loading is not uncommon due to the nature of many cognitive tasks.

The Cognitive Proficiency Index (CPI) can be thought of as *Gwm/Gs*.

Refer to *Essentials of Cross-Battery Assessment*, Third Edition (Flanagan, Ortiz, & Alfonso, 2013) for more information about using a CHC approach.

The information contained in this report is provided for examiners who use the CHC theory to guide their approach to assessment. These CHC test classifications do not necessarily reflect the views of Pearson, the WISC-V author/development team, or the KTEA-3 authors.

End of Report

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