

Score Report

Examinee Name	June16 Webinar	Date of Report	4/9/2011
Examinee ID	06162010	Grade	12
Date of Birth	5/3/1991	Home Language	English
Gender	Male	Handedness	Left
Race/Ethnicity	White	Examiner Name	Amy Gabel

Test Administered	WAIS-IV (6/9/2010)	Age at Testing	19 years 1 month	Retest?	No
	WIAT-III (6/15/2010)		19 years 1 month		No

WAIS-IV Comments	Thinking of college-
WIAT-III Comments	

Composite Score Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension	39	VCI 116	86	110-121	High Average
Perceptual Reasoning	38	PRI 115	84	108-120	High Average
Working Memory	15	WMI 86	18	80-94	Low Average
Processing Speed	14	PSI 84	14	77-94	Low Average
Full Scale	106	FSIQ 104	61	100-108	Average
General Ability	77	GAI 118	88	113-122	High Average

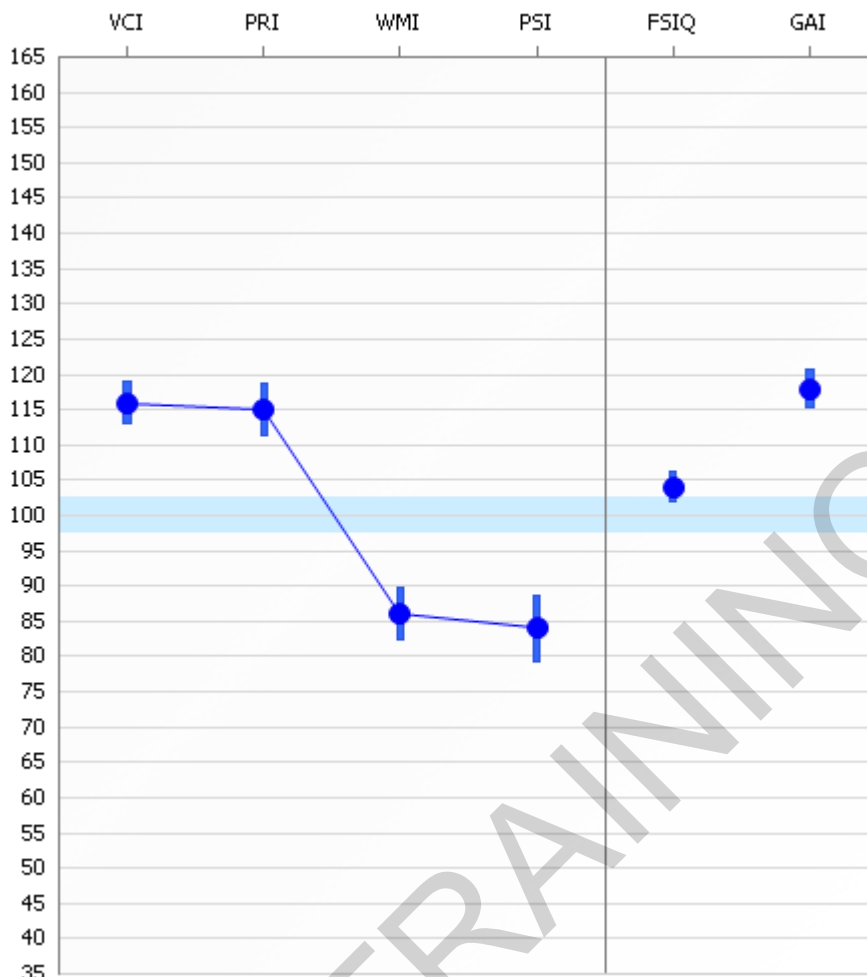
Confidence Intervals are based on the Overall Average SEMs. Values reported in the SEM column are based on the examinee's age.

The GAI is an optional composite summary score that is less sensitive to the influence of working memory and processing speed. Because working memory and processing speed are vital to a comprehensive evaluation of cognitive ability, it should be noted that the GAI does not have the breadth of construct coverage as the FSIQ.

Composite Score Profile

Composite Scores and Standard Error of Measurement

Composite	Score	SEM
VCI	116	3
PRI	115	3.67
WMI	86	3.67
PSI	84	4.74
FSIQ	104	2.12
GAI	118	2.6



The vertical bars represent the standard error of measurement (*SEM*).

Index Level Discrepancy Comparisons

Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y / N	Base Rate Overall Sample
VCI - PRI	116	115	1	9.29	N	48.2
VCI - WMI	116	86	30	9.29	Y	1.5
VCI - PSI	116	84	32	10.99	Y	2.6
PRI - WMI	115	86	29	10.17	Y	1.7
PRI - PSI	115	84	31	11.75	Y	2.3
WMI - PSI	86	84	2	11.75	N	45.7
FSIQ - GAI	104	118	-14	3.41	Y	0.2

Base rate by overall sample.

Statistical significance (critical value) at the .05 level.

Verbal Comprehension Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Similarities	29	13	84	12	1.16
Vocabulary	47	15	95	14	0.79
Information	14	11	63	11	0.9

Perceptual Reasoning Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Block Design	55	12	75	12	1.08
Matrix Reasoning	23	13	84	14	1.08
Visual Puzzles	21	13	84	13	0.99

Working Memory Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Digit Span	21	6	9	6	0.85
Arithmetic	12	9	37	9	1.04
(Letter-Number Seq.)	13	5	5	5	0.95

Processing Speed Subtests Summary

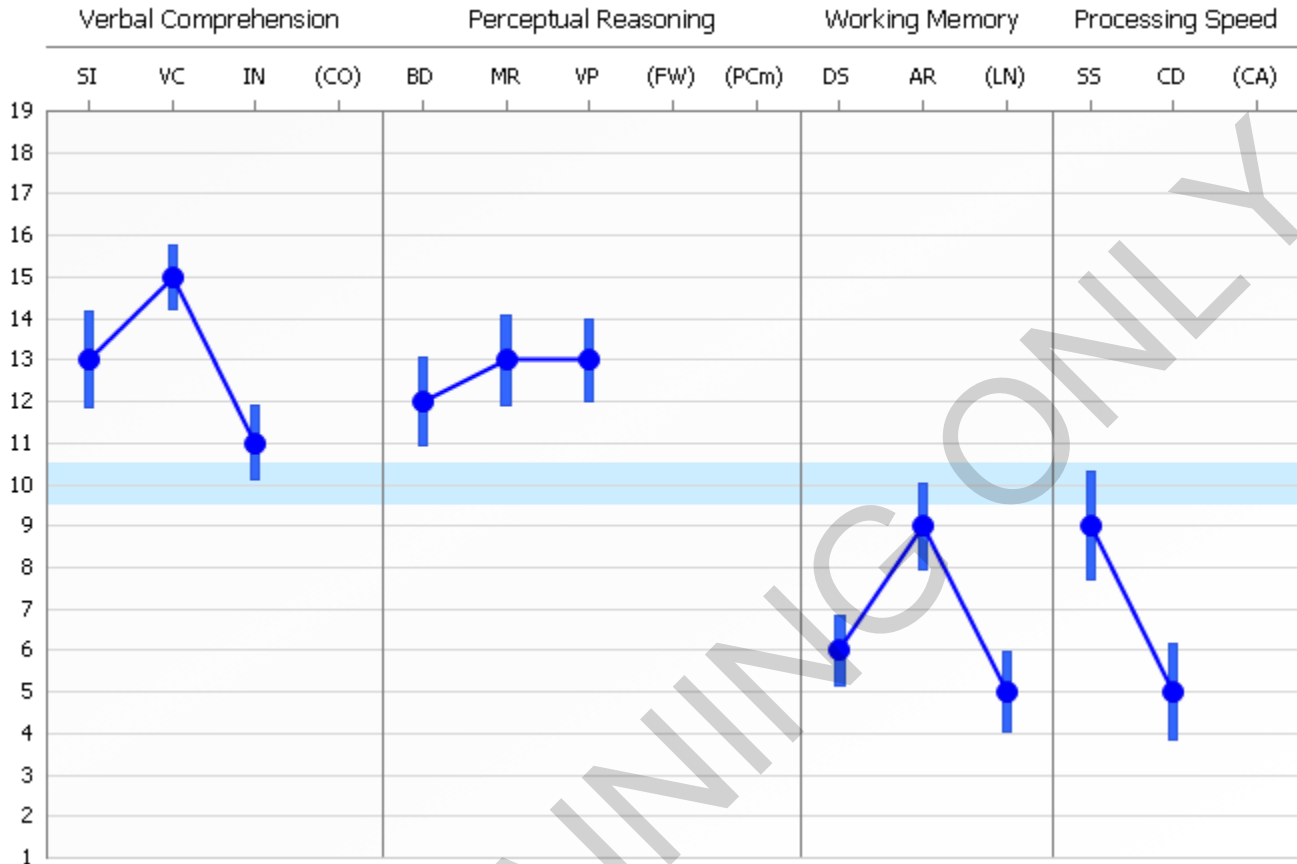
Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Symbol Search	32	9	37	9	1.31
Coding	42	5	5	5	1.16

Subtest Level Discrepancy Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y / N	Base Rate
Digit Span - Arithmetic	6	9	-3	2.57	Y	16.9
Symbol Search - Coding	9	5	4	3.41	Y	8

Statistical significance (critical value) at the .05 level.

Subtest Scaled Score Profile



The vertical bars represent the standard error of measurement (*SEM*)

Determining Strengths and Weaknesses

Differences Between Subtest and Overall Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Difference	Critical Value .05	Strength or Weakness	Base Rate
Block Design	12	10.60	1.4	2.85		>25%
Similarities	13	10.60	2.4	2.82		15-25%
Digit Span	6	10.60	-4.6	2.22	W	2-5%
Matrix Reasoning	13	10.60	2.4	2.54		25%
Vocabulary	15	10.60	4.4	2.03	S	2-5%
Arithmetic	9	10.60	-1.6	2.73		>25%
Symbol Search	9	10.60	-1.6	3.42		>25%
Visual Puzzles	13	10.60	2.4	2.71		>25%
Information	11	10.60	0.4	2.19		>25%
Coding	5	10.60	-5.6	2.97	W	1-2%

Overall: Mean = 10.6, Scatter = 10, Base rate = 8.9.

Base Rate for Intersubtest Scatter is reported for 10 Full Scale Subtests.

Statistical significance (critical value) at the .05 level.

Working Memory Process Score Summary

Process Score	Raw Score	Scaled Score	Percentile Rank	Base Rate	SEM
Digit Span Forward	5	3	1	--	1.47
Digit Span Backward	8	9	37	--	1.34
Digit Span Sequencing	8	9	37	--	1.37
Longest Digit Span Forward	3	--	--	100	--
Longest Digit Span Backward	7	--	--	15.5	--
Longest Digit Span Sequence	5	--	--	88.5	--

Process Level Discrepancy Comparisons

Process Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y / N	Base Rate
Digit Span Forward - Digit Span Backward	3	9	-6	3.65	Y	3.4
Digit Span Forward - Digit Span Sequencing	3	9	-6	3.6	Y	4.6
Digit Span Backward - Digit Span Sequencing	9	9	0	3.56	N	
Longest DS Forward - Longest DS Backward	3	7	-4	--	--	0
Longest DS Forward - Longest DS Sequence	3	5	-2	--	--	6.5
Longest DS Backward - Longest DS Sequence	7	5	2	--	--	3

Statistical significance (critical value) at the .05 level.

WIAT-III Results

Subtest Score Summary

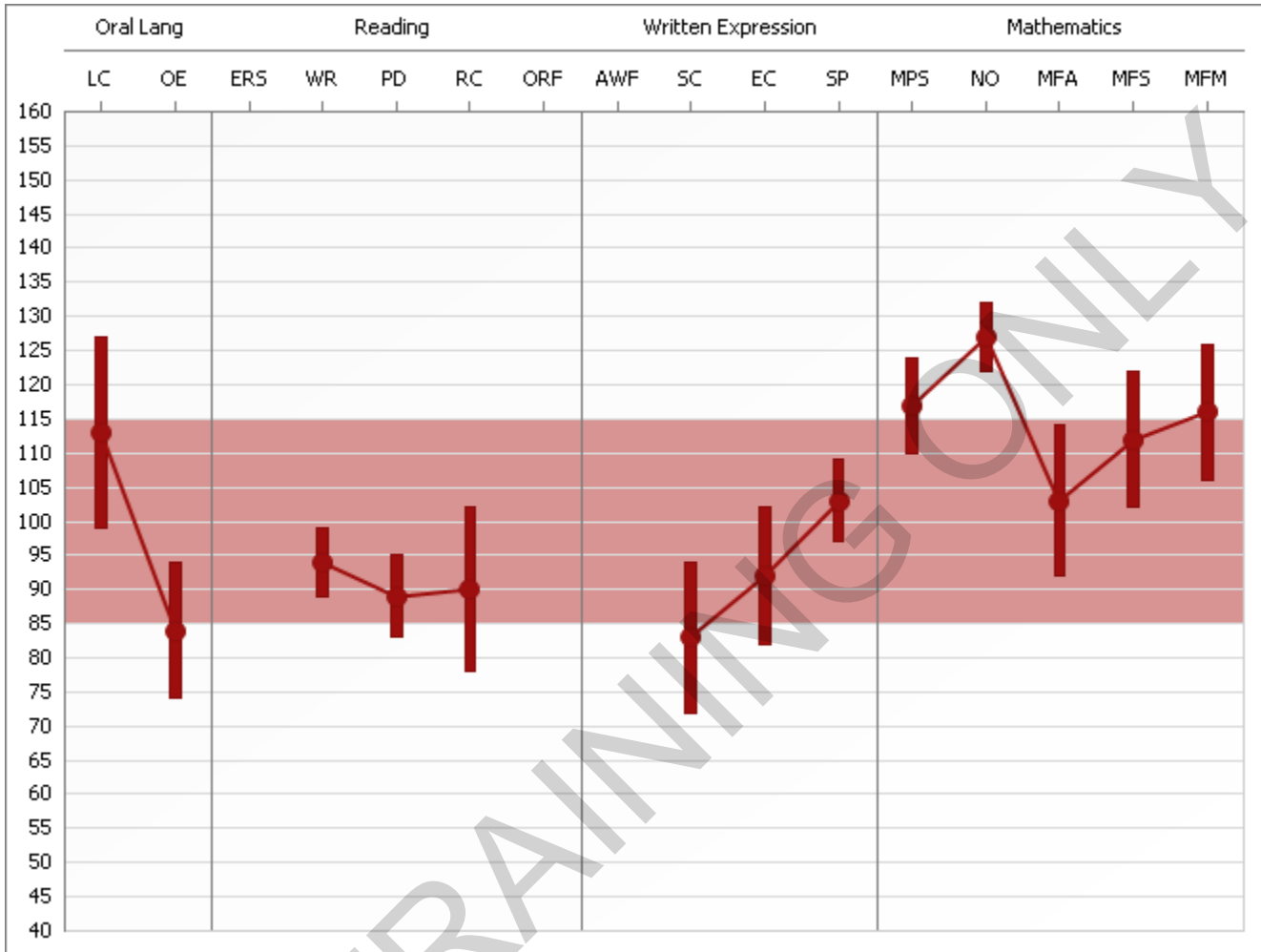
Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.
Listening Comprehension	—	113	99–127	81	68	7	>12.9	>19:11
Reading Comprehension	32*	90	78–102	25	36	4	5.2	11:0
Math Problem Solving	65	117	110–124	87	74	7	>12.9	>19:11
Sentence Composition	—	83	72–94	13	26	3	5.5	10:8
Word Reading	58	94	89–99	34	42	4	8.7	14:0
Essay Composition	—	92	82–102	30	39	4	8.6	14:1
Pseudoword Decoding	32	89	83–95	23	35	4	6.2	11:4
Numerical Operations	56	127	122–132	96	88	9	>12.9	>19:11
Oral Expression	—	84	74–94	14	28	3	6.3	12:2
Spelling	47	103	97–109	58	54	5	12.4	>19:11
Math Fluency—Addition	44	103	92–114	58	54	5	>12.9	>19:11
Math Fluency—Subtraction	43	112	102–122	79	67	7	>12.9	>19:11
Math Fluency—Multiplication	39	116	106–126	86	72	7	>12.9	>19:11

— Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

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

† Indicates that a raw score is based on a below grade level item set.

Subtest Score Profile



Note. The vertical bars represent the confidence interval at 95%.

Supplemental Subtest Score Summary

Score Name	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.
Essay Composition: Grammar and Mechanics	35	78	66–90	7	19	2	4.3	9:4

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

Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
Listening Comprehension						
Receptive Vocabulary	17	117	87	74	7	Above Average
Oral Discourse Comprehension	20	103	58	54	5	Average
Sentence Composition						
Sentence Combining	15	91	27	37	4	Average
Sentence Building	17	77	6	18	2	Below Average
Essay Composition						
Word Count	65	83	13	26	3	Below Average
Theme Development and Text Organization	10	100	50	50	5	Average
Oral Expression						
Expressive Vocabulary	14	103	58	54	5	Average
Oral Word Fluency	23	74	4	13	2	Below Average
Sentence Repetition	18	85	16	29	3	Average

Composite Score Summary

Composite	Sum of Subtest Standard Scores	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Qualitative Description
Oral Language	197	98	89–107	45	47	5	Average
Basic Reading	183	91	87–95	27	37	4	Average
Written Expression	278	90	83–97	25	36	4	Average
Mathematics	244	124	120–128	95	84	8	Above Average
Math Fluency	331	111	104–118	77	65	7	Average

Composite Score Profile



Note. The vertical bars represent the confidence interval at 95%.

Differences Between Composite Standard Scores

Comparison	Difference	Critical Value (Significance Level .05)	Significant Difference	
			Y/N	Base Rate
Oral Language vs. Basic Reading	7	8.30	N	>15%
Oral Language vs. Written Expression	8	9.95	N	>15%
Oral Language vs. Mathematics	-26	9.32	Y	≤5%
Oral Language vs. Math Fluency	-13	9.69	Y	>15%
Basic Reading vs. Written Expression	1	7.16	N	>15%
Basic Reading vs. Mathematics	-33	6.26	Y	≤5%
Basic Reading vs. Math Fluency	-20	6.80	Y	>15%
Written Expression vs. Mathematics	-34	8.33	Y	≤1%
Written Expression vs. Math Fluency	-21	8.74	Y	≤15%
Mathematics vs. Math Fluency	13	8.01	Y	>15%

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

Differences Between Subtest Standard Scores

Comparison	Difference	Critical Value (Significance Level .05)	Significant Difference	
			Y/N	Base Rate
Listening Comprehension vs. Reading Comprehension	23	14.55	Y	≤10%
Oral Expression vs. Essay Composition	-8	12.54	N	>15%
Word Reading vs. Reading Comprehension	4	11.03	N	>15%
Math Problem Solving vs. Numerical Operations	-10	8.78	Y	>15%

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

Ability–Achievement Discrepancy Analysis

Ability Score Type: WAIS–IV GAI

Ability Score: 118

Predicted Difference Method

	Predicted WIAT–III Score	Actual WIAT–III Score	Expected Difference	Critical Value .05	Significant Difference Y / N	Base Rate	Standard Deviation Discrepancy ≥1 SD
WIAT–III Subtest							
Listening Comprehension	112	113	-1	13.92	N	N/A	N/A
Reading Comprehension	112	90	22	13.25	Y	≤5%	Y
Math Problem Solving	111	117	-6	7.82	N	N/A	N/A
Sentence Composition	108	83	25	10.87	Y	≤5%	Y
Word Reading	111	94	17	6.02	Y	≤10%	Y
Essay Composition	107	92	15	10.37	Y	≤15%	Y
Essay Composition: Grammar and Mechanics	107	78	29	11.92	Y	≤5%	Y
Pseudoword Decoding	108	89	19	5.52	Y	≤10%	Y
Numerical Operations	112	127	-15	6.75	Y *	N/A	N/A
Oral Expression	114	84	30	11.32	Y	≤1%	Y
Spelling	110	103	7	6.54	Y	>15%	N
Math Fluency—Addition	109	103	6	10.91	N	>15%	N
Math Fluency—Subtraction	109	112	-3	10.51	N	N/A	N/A
Math Fluency—Multiplication	108	116	-8	10.00	N	N/A	N/A
WIAT–III Composite							
Oral Language	114	98	16	10.15	Y	≤5%	Y
Basic Reading	110	91	19	5.01	Y	≤10%	Y
Written Expression	111	90	21	7.25	Y	≤5%	Y
Mathematics	112	124	-12	6.05	Y *	N/A	N/A
Math Fluency	109	111	-2	7.07	N	N/A	N/A

Note. Base rates and standard deviation discrepancies are not reported when the achievement score equals or exceeds the ability scores.

* Indicates that the achievement score exceeds the ability score.

Pattern of Strengths and Weaknesses Analysis

Area of Achievement Weakness	WIAT-III	Reading Comprehension: 90				
Area of Processing Weakness	WAIS-IV	PSI: 84				
Area of Processing Strength	WAIS-IV	VCI: 116				
Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value .05	Significant Difference Y / N	Supports SLD hypothesis? Yes / No
A Processing Strength / Achievement Weakness	116	90	26	13.47	Y	Yes
B Processing Strength / Processing Weakness	116	84	32	11.00	Y	Yes

The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. This analysis should always be used within a comprehensive evaluation that incorporates multiple sources of information.

Pattern of Strengths and Weaknesses Model

