Score Report

Student Name: Jim Sample  Date of Report: 2/25/2013
Student ID:  Grade: 2
Date of Birth: 2/11/2005  Home Language: English
Gender: Male  Handedness: Right
Race/Ethnicity: White not Hispanic  Examiner Name: Amy Tester

Dominant Language: English  School: Any Elementary
Translation Used: Teacher  Teacher: Teacher Susie

Test Administered:
- DAS–II (1/11/2013)  Age at Testing: 7 years 11 months
- WIAT–III (1/11/2013)  7 years 11 months

DAS–II Comments
WIAT–III Comments

**DAS–II: School Age Battery**

Does the examinee have glasses or corrective lenses? No
Is there a known uncorrected vision problem? No
Does the examinee have an assistive listening device? No
Is there a known uncorrected hearing problem? No

**CORE BATTERY**

Core Cluster and Composite Scores and Indexes

<table>
<thead>
<tr>
<th>Cluster / Composite</th>
<th>Sum of T-Scores</th>
<th>Standard Score</th>
<th>Percentile</th>
<th>95% Confidence Interval</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>102</td>
<td>102</td>
<td>55</td>
<td>93–110</td>
<td>Average</td>
</tr>
<tr>
<td>Nonverbal Reasoning</td>
<td>87</td>
<td>89</td>
<td>23</td>
<td>83–97</td>
<td>Below Average</td>
</tr>
<tr>
<td>Spatial</td>
<td>103</td>
<td>102</td>
<td>55</td>
<td>96–108</td>
<td>Average</td>
</tr>
<tr>
<td>GCA</td>
<td>292</td>
<td>97</td>
<td>42</td>
<td>91–103</td>
<td>Average</td>
</tr>
<tr>
<td>SNC</td>
<td>190</td>
<td>95</td>
<td>37</td>
<td>90–101</td>
<td>Average</td>
</tr>
</tbody>
</table>
Graph of DAS-II Core Cluster and Composite Standard Scores

**Core Cluster**

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Score</th>
<th>SEM</th>
<th>Composite</th>
<th>Score</th>
<th>SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal (Gc)</td>
<td>102</td>
<td>4.97</td>
<td>GCA (g)</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>Nonverbal Reasoning (GF)</td>
<td>89</td>
<td>3.97</td>
<td>SNC (g)</td>
<td>95</td>
<td>3</td>
</tr>
<tr>
<td>Spatial (Gv)</td>
<td>102</td>
<td>3.67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Vertical bar = SEM. SEMs for out of level age ranges are artificially inflated. See Help.

**Verbal Ability Cluster Subtest Scores Summary**

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw Score Total</th>
<th>Item Set</th>
<th>Ability Score</th>
<th>T-Score</th>
<th>Percentile</th>
<th>Age Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Similarities</td>
<td>6</td>
<td>10-20</td>
<td>89</td>
<td>50</td>
<td>50</td>
<td>7:10</td>
</tr>
<tr>
<td>Word Definitions</td>
<td>9</td>
<td>1-13</td>
<td>92</td>
<td>52</td>
<td>58</td>
<td>8:1</td>
</tr>
</tbody>
</table>
### Nonverbal Reasoning Ability Cluster Subtest Scores Summary

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw Score Total</th>
<th>Item Set</th>
<th>Ability Score</th>
<th>T-Score</th>
<th>Percentile</th>
<th>Age Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrices</td>
<td>9</td>
<td>20-34</td>
<td>69</td>
<td>43</td>
<td>24</td>
<td>6:4</td>
</tr>
<tr>
<td>Sequential and Quantitative Reasoning</td>
<td>14</td>
<td>1-23</td>
<td>77</td>
<td>44</td>
<td>27</td>
<td>6:10</td>
</tr>
</tbody>
</table>

### Spatial Ability Cluster Subtest Scores Summary

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw Score Total</th>
<th>Item Set</th>
<th>Ability Score</th>
<th>T-Score</th>
<th>Percentile</th>
<th>Age Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Designs</td>
<td>15</td>
<td>1-12</td>
<td>82</td>
<td>51</td>
<td>54</td>
<td>7:10</td>
</tr>
<tr>
<td>Pattern Construction</td>
<td>22</td>
<td>20-28</td>
<td>207</td>
<td>52</td>
<td>58</td>
<td>8:1</td>
</tr>
</tbody>
</table>
Graph of DAS-II Core Subtest T-Score Profile

Note. Vertical bar = SEM. SEMs for out of level age ranges are artificially inflated. See Help.

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Score</th>
<th>SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Definitions (WDef)</td>
<td>52</td>
<td>4.24</td>
</tr>
<tr>
<td>Verbal Similarities (VSim)</td>
<td>50</td>
<td>4.24</td>
</tr>
<tr>
<td>Matrices (Mat)</td>
<td>43</td>
<td>3.74</td>
</tr>
<tr>
<td>Sequential Qualitative Reasoning (SQR)</td>
<td>44</td>
<td>2.83</td>
</tr>
<tr>
<td>Recall of Designs (RDes)</td>
<td>51</td>
<td>4</td>
</tr>
<tr>
<td>Pattern Construction - Standard (PCon)</td>
<td>52</td>
<td>2</td>
</tr>
</tbody>
</table>
### Special Nonverbal Composite Subtest Scores Summary

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw Score Total</th>
<th>Item Set</th>
<th>Ability Score</th>
<th>T-Score</th>
<th>Percentile</th>
<th>Age Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Designs</td>
<td>15</td>
<td>1-12</td>
<td>82</td>
<td>51</td>
<td>54</td>
<td>7:10</td>
</tr>
<tr>
<td>Pattern Construction</td>
<td>22</td>
<td>20-28</td>
<td>207</td>
<td>52</td>
<td>58</td>
<td>8:1</td>
</tr>
<tr>
<td>Matrices</td>
<td>9</td>
<td>20-34</td>
<td>69</td>
<td>43</td>
<td>24</td>
<td>6:4</td>
</tr>
<tr>
<td>Sequential and Quantitative</td>
<td>14</td>
<td>1-23</td>
<td>77</td>
<td>44</td>
<td>27</td>
<td>6:10</td>
</tr>
</tbody>
</table>

### Differences Between Cluster Standard Scores

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff.</th>
<th>Y / N</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal - Nonverbal Reasoning</td>
<td>102</td>
<td>89</td>
<td>13</td>
<td>13</td>
<td>Y</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Verbal - Spatial</td>
<td>102</td>
<td>102</td>
<td>0</td>
<td>12</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonverbal Reasoning - Spatial</td>
<td>89</td>
<td>102</td>
<td>-13</td>
<td>10</td>
<td>Y</td>
<td>10-15%</td>
<td></td>
</tr>
</tbody>
</table>

Base Rate by Overall Sample
Statistical Significance (Critical Values) at the .05 level

### Differences Between Subtest T-Scores within Clusters

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff.</th>
<th>Y / N</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Definitions - Verbal Similarities</td>
<td>52</td>
<td>50</td>
<td>2</td>
<td>12</td>
<td>N</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Matrices - Sequential Qualitative Reasoning</td>
<td>43</td>
<td>44</td>
<td>-1</td>
<td>9</td>
<td>N</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Recall of Designs - Pattern Construction - Standard</td>
<td>51</td>
<td>52</td>
<td>-1</td>
<td>8</td>
<td>N</td>
<td></td>
<td>&gt;15%</td>
</tr>
</tbody>
</table>

Base Rate by overall sample
Statistical Significance (Critical Values) at the 0.05 level

### Differences Between Subtest T-Scores and the Mean T-Score of the Core Subtests

<table>
<thead>
<tr>
<th>Strengths and Weaknesses</th>
<th>Subtest</th>
<th>Mean Core</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>H / L</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Definitions</td>
<td>52</td>
<td>49</td>
<td>3</td>
<td>7</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Verbal Similarities</td>
<td>50</td>
<td>49</td>
<td>1</td>
<td>8</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Sequential and Quantitative Reasoning</td>
<td>44</td>
<td>49</td>
<td>-5</td>
<td>6</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Matrices</td>
<td>43</td>
<td>49</td>
<td>-6</td>
<td>7</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Pattern Construction</td>
<td>52</td>
<td>49</td>
<td>3</td>
<td>5</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Recall of Designs</td>
<td>51</td>
<td>49</td>
<td>2</td>
<td>7</td>
<td></td>
<td>&gt;15%</td>
</tr>
</tbody>
</table>

Mean Core T-Score = 49, Scatter = 9, Base Rate = >25%
Statistical Significance (Critical Values) at the 0.05 level

### Diagnostic Battery

#### Diagnostic Cluster Scores and Indexes

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Sum of T-Scores</th>
<th>Standard Score</th>
<th>Percentile</th>
<th>95% Confidence Interval</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Memory</td>
<td>92</td>
<td>93</td>
<td>32</td>
<td>87–100</td>
<td>Average</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>89</td>
<td>89</td>
<td>23</td>
<td>82–98</td>
<td>Below Average</td>
</tr>
</tbody>
</table>
Note. Vertical bar = SEM. SEMs for out of level age ranges are artificially inflated. See Help.

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Score</th>
<th>SEM</th>
<th>Composite</th>
<th>Score</th>
<th>SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Memory</td>
<td>93</td>
<td>3.67</td>
<td>GCA</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>89</td>
<td>4.74</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Working Memory Cluster Subtest Scores Summary**

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw Score</th>
<th>Item Set</th>
<th>Ability Score</th>
<th>T-Score</th>
<th>Percentile</th>
<th>Age Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Sequential Order</td>
<td>7</td>
<td>1-20</td>
<td>74</td>
<td>40</td>
<td>16</td>
<td>6:1</td>
</tr>
<tr>
<td>Recall of Digits - Backward</td>
<td>11</td>
<td>1-30</td>
<td>103</td>
<td>52</td>
<td>58</td>
<td>8:4</td>
</tr>
</tbody>
</table>
### Processing Speed Cluster Subtest Scores Summary

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw Score</th>
<th>Item Set</th>
<th>Ability Score</th>
<th>T-Score</th>
<th>Percentile</th>
<th>Age Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed of Information Processing</td>
<td>24</td>
<td>1-6</td>
<td>117</td>
<td>51</td>
<td>54</td>
<td>8:1</td>
</tr>
<tr>
<td>Rapid Naming</td>
<td>24</td>
<td>1-3</td>
<td>112</td>
<td>38</td>
<td>12</td>
<td>5:7</td>
</tr>
</tbody>
</table>

### Diagnostic Subtest Scores Summary

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Raw Score</th>
<th>Item Set</th>
<th>Ability Score</th>
<th>T-Score</th>
<th>Percentile</th>
<th>Age Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Objects - Immediate</td>
<td>19</td>
<td>1-60</td>
<td>116</td>
<td>40</td>
<td>16</td>
<td>6:1</td>
</tr>
<tr>
<td>Recall of Objects - Delayed</td>
<td>6</td>
<td>1-20</td>
<td>6</td>
<td>41</td>
<td>18</td>
<td>6:1</td>
</tr>
<tr>
<td>Recall of Digits - Forward</td>
<td>20</td>
<td>1-38</td>
<td>157</td>
<td>53</td>
<td>62</td>
<td>8:10</td>
</tr>
<tr>
<td>Recognition of Pictures</td>
<td>12</td>
<td>5-20</td>
<td>126</td>
<td>54</td>
<td>66</td>
<td>8:7</td>
</tr>
<tr>
<td>Phonological Processing</td>
<td>41</td>
<td>1-53</td>
<td>92</td>
<td>51</td>
<td>54</td>
<td>8:1</td>
</tr>
</tbody>
</table>
Graph of DAS-II Diagnostic Subtest T-Score Profile

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Score</th>
<th>SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Objects - Immediate (RObI)</td>
<td>40</td>
<td>4.69</td>
</tr>
<tr>
<td>Recall of Digits - Forward (DigF)</td>
<td>53</td>
<td>3</td>
</tr>
<tr>
<td>Recognition of Pictures (RPic)</td>
<td>54</td>
<td>4.8</td>
</tr>
<tr>
<td>Phonological Processing (PhP)</td>
<td>51</td>
<td>3.16</td>
</tr>
<tr>
<td>Recall of Sequential Order (SeqO)</td>
<td>40</td>
<td>2.83</td>
</tr>
<tr>
<td>Recall of Digits - Backwards (DigB)</td>
<td>52</td>
<td>3.16</td>
</tr>
<tr>
<td>Speed of Information Processing (SIP)</td>
<td>51</td>
<td>3</td>
</tr>
<tr>
<td>Rapid Naming (RNam)</td>
<td>38</td>
<td>4.12</td>
</tr>
</tbody>
</table>

Note. Vertical bar = SEM. SEMs for out of level age ranges are artificially inflated. See Help.
### Differences Between Diagnostic Cluster Standard Scores and GCA

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff. Y / N</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Memory - GCA</td>
<td>93</td>
<td>97</td>
<td>-4</td>
<td>9</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Processing Speed - GCA</td>
<td>89</td>
<td>97</td>
<td>-8</td>
<td>11</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
</tbody>
</table>

Base Rate by Overall Sample  
Statistical Significance (Critical Values) at the .05 level

### Differences Between Diagnostic Cluster Standard Scores

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff. Y / N</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMem - PSp</td>
<td>93</td>
<td>89</td>
<td>4</td>
<td>12</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
</tbody>
</table>

Base Rate by Overall Sample  
Statistical Significance (Critical Values) at the .05 level

### Differences Between Subtest T-Scores Within Diagnostic Clusters

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff. Y / N</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Sequential Order - Recall of Digits - Backwards</td>
<td>40</td>
<td>52</td>
<td>-12</td>
<td>8</td>
<td>Y</td>
<td>5-10%</td>
</tr>
<tr>
<td>Speed of Information Processing - Rapid Naming</td>
<td>51</td>
<td>38</td>
<td>13</td>
<td>10</td>
<td>Y</td>
<td>10-15%</td>
</tr>
</tbody>
</table>

Base Rate by overall sample  
Statistical Significance (Critical Values) at the 0.05 level

### Differences Between Diagnostic Subtest T-Scores and the Mean T-Score of the Core Subtests

<table>
<thead>
<tr>
<th>Strengths and Weaknesses</th>
<th>Subtest T-Score</th>
<th>Mean Core T-Score</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>H / L</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Objects - Immediate</td>
<td>40</td>
<td>49</td>
<td>-9</td>
<td>9</td>
<td>L</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Recall of Digits - Forward</td>
<td>53</td>
<td>49</td>
<td>4</td>
<td>7</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Recognition of Pictures</td>
<td>54</td>
<td>49</td>
<td>5</td>
<td>13</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Recall of Sequential Order</td>
<td>40</td>
<td>49</td>
<td>-9</td>
<td>7</td>
<td>L</td>
<td>10-15%</td>
</tr>
<tr>
<td>Speed of Information Processing</td>
<td>51</td>
<td>49</td>
<td>2</td>
<td>7</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Recall of Digits - Backward</td>
<td>52</td>
<td>49</td>
<td>3</td>
<td>7</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Phonological Processing</td>
<td>51</td>
<td>49</td>
<td>2</td>
<td>9</td>
<td></td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Rapid Naming</td>
<td>33</td>
<td>49</td>
<td>-11</td>
<td>10</td>
<td>L</td>
<td>10-15%</td>
</tr>
</tbody>
</table>

Statistical Significance (Critical Values) at the 0.05 level

### Differences Between Subtest T-Scores: DigF vs. DigB

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff. Y / N</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Digits - Forward - Recall of Digits - Backwards</td>
<td>53</td>
<td>52</td>
<td>1</td>
<td>8</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
</tbody>
</table>

Base Rate by overall sample  
Statistical Significance (Critical Values) at the 0.05 level
### Differences Between Subtest T-Scores: RObI vs. RPic

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff. Y / N</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Objects - Immediate - Recognition of Pictures</td>
<td>40</td>
<td>54</td>
<td>-14</td>
<td>14</td>
<td>Y</td>
<td>10-15%</td>
</tr>
</tbody>
</table>

Base Rate by overall sample
Statistical Significance (Critical Values) at the 0.05 level

### Differences Between Subtest T-Scores: RObI vs. RObD

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff. Y / N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall of Objects - Immediate - Recall of Objects - Delayed</td>
<td>40</td>
<td>41</td>
<td>-1</td>
<td>11</td>
<td>N</td>
</tr>
</tbody>
</table>

Statistical Significance (Critical Values) at the .10 level

### Differences Between Phonological Processing Tasks

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Ability Score 1</th>
<th>Ability Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff. Y / N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 - Task 2</td>
<td>100</td>
<td>110</td>
<td>-10</td>
<td>33</td>
<td>N</td>
</tr>
<tr>
<td>Task 1 - Task 3</td>
<td>100</td>
<td>89</td>
<td>11</td>
<td>26</td>
<td>N</td>
</tr>
<tr>
<td>Task 1 - Task 4</td>
<td>100</td>
<td>76</td>
<td>24</td>
<td>27</td>
<td>N</td>
</tr>
<tr>
<td>Task 2 - Task 3</td>
<td>110</td>
<td>89</td>
<td>21</td>
<td>26</td>
<td>N</td>
</tr>
<tr>
<td>Task 2 - Task 4</td>
<td>110</td>
<td>76</td>
<td>34</td>
<td>27</td>
<td>Y</td>
</tr>
<tr>
<td>Task 3 - Task 4</td>
<td>89</td>
<td>76</td>
<td>13</td>
<td>19</td>
<td>N</td>
</tr>
</tbody>
</table>

Statistical Significance (Critical Values) at the .10 level

### Differences Between Simple and Complex Naming Conditions in Rapid Naming

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Ability Score 1</th>
<th>Ability Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff. Y / N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Naming - Complex Naming</td>
<td>117</td>
<td>95</td>
<td>22</td>
<td>21</td>
<td>Y</td>
</tr>
</tbody>
</table>

Statistical Significance (Critical Values) at the .10 level
### WIAT-III Results

#### Subtest Score Summary

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>95% Confidence Interval</th>
<th>Percentile Rank</th>
<th>Normal Curve Equiv.</th>
<th>Stanine</th>
<th>Grade Equiv.</th>
<th>Age Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>100</td>
<td>88–112</td>
<td>50</td>
<td>50</td>
<td>5</td>
<td>2.5</td>
<td>7:8</td>
<td></td>
</tr>
<tr>
<td>Early Reading Skills</td>
<td>85</td>
<td>72–98</td>
<td>16</td>
<td>29</td>
<td>3</td>
<td>1.2</td>
<td>6:4</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>18*†</td>
<td>78–96</td>
<td>19</td>
<td>32</td>
<td>3</td>
<td>1.7</td>
<td>7:0</td>
<td></td>
</tr>
<tr>
<td>Math Problem Solving</td>
<td>36</td>
<td>88–108</td>
<td>45</td>
<td>47</td>
<td>5</td>
<td>2.2</td>
<td>7:4</td>
<td></td>
</tr>
<tr>
<td>Alphabet Writing Fluency</td>
<td>11</td>
<td>79–111</td>
<td>37</td>
<td>43</td>
<td>4</td>
<td>1.7</td>
<td>7:0</td>
<td></td>
</tr>
<tr>
<td>Sentence Composition</td>
<td>—</td>
<td>71–89</td>
<td>9</td>
<td>22</td>
<td>2</td>
<td>1.2</td>
<td>6:4</td>
<td></td>
</tr>
<tr>
<td>Word Reading</td>
<td>2</td>
<td>62–70</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>&lt;1.0</td>
<td>&lt;6:0</td>
<td></td>
</tr>
<tr>
<td>Pseudoword Decoding</td>
<td>3</td>
<td>72–82</td>
<td>6</td>
<td>18</td>
<td>2</td>
<td>&lt;1.0</td>
<td>&lt;6:0</td>
<td></td>
</tr>
<tr>
<td>Numerical Operations</td>
<td>21</td>
<td>96–114</td>
<td>63</td>
<td>57</td>
<td>6</td>
<td>3.0</td>
<td>8:0</td>
<td></td>
</tr>
<tr>
<td>Oral Expression</td>
<td>—</td>
<td>84–106</td>
<td>37</td>
<td>43</td>
<td>4</td>
<td>1.9</td>
<td>7:1</td>
<td></td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>23*†</td>
<td>55–71</td>
<td>1</td>
<td>&lt;1</td>
<td>1</td>
<td>&lt;1.0</td>
<td>&lt;6:0</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>8</td>
<td>71–85</td>
<td>7</td>
<td>19</td>
<td>2</td>
<td>1.0</td>
<td>6:0</td>
<td></td>
</tr>
<tr>
<td>Math Fluency—Addition</td>
<td>22</td>
<td>92–118</td>
<td>63</td>
<td>57</td>
<td>6</td>
<td>2.8</td>
<td>8:0</td>
<td></td>
</tr>
<tr>
<td>Math Fluency—Subtraction</td>
<td>15</td>
<td>96–116</td>
<td>66</td>
<td>58</td>
<td>6</td>
<td>2.8</td>
<td>8:0</td>
<td></td>
</tr>
</tbody>
</table>

* 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.
Supplemental Subtest Score Summary

<table>
<thead>
<tr>
<th>Score Name</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>95% Confidence Interval</th>
<th>Percentile Rank</th>
<th>Normal Curve Equiv.</th>
<th>Stanine</th>
<th>Grade Equiv.</th>
<th>Age Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Reading Accuracy</td>
<td>105*</td>
<td>72</td>
<td>60–84</td>
<td>3</td>
<td>11</td>
<td>1</td>
<td>&lt;1.0</td>
<td>&lt;6:0</td>
</tr>
<tr>
<td>Oral Reading Rate</td>
<td>270*</td>
<td>65</td>
<td>55–75</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
<td>6:0</td>
</tr>
</tbody>
</table>

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

Cumulative Percentages

**Word Reading Speed**

The score is the same as or higher than the scores obtained by 2% of students in the normative sample; 98% of students in the normative sample scored higher than this score.

**Pseudoword Decoding Speed**

The score is the same as or higher than the scores obtained by 50% of students in the normative sample; 50% of students in the normative sample scored higher than this score.
### Subtest Component Score Summary

<table>
<thead>
<tr>
<th>Subtest Component</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Percentile Rank</th>
<th>Normal Curve Equivalent</th>
<th>Stanine</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receptive Vocabulary</td>
<td>9</td>
<td>101</td>
<td>53</td>
<td>51</td>
<td>5</td>
<td>Average</td>
</tr>
<tr>
<td>Oral Discourse Comprehension</td>
<td>12</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>5</td>
<td>Average</td>
</tr>
<tr>
<td><strong>Sentence Composition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Combining</td>
<td>2</td>
<td>82</td>
<td>12</td>
<td>25</td>
<td>3</td>
<td>Below Average</td>
</tr>
<tr>
<td>Sentence Building</td>
<td>4</td>
<td>80</td>
<td>9</td>
<td>22</td>
<td>2</td>
<td>Below Average</td>
</tr>
<tr>
<td><strong>Oral Expression</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive Vocabulary</td>
<td>7</td>
<td>97</td>
<td>42</td>
<td>46</td>
<td>5</td>
<td>Average</td>
</tr>
<tr>
<td>Oral Word Fluency</td>
<td>22</td>
<td>95</td>
<td>37</td>
<td>43</td>
<td>4</td>
<td>Average</td>
</tr>
<tr>
<td>Sentence Repetition</td>
<td>14</td>
<td>96</td>
<td>39</td>
<td>44</td>
<td>4</td>
<td>Average</td>
</tr>
</tbody>
</table>

### Composite Score Summary

<table>
<thead>
<tr>
<th>Composite</th>
<th>Sum of Subtest Standard Scores</th>
<th>Standard Score</th>
<th>95% Confidence Interval</th>
<th>Percentile Rank</th>
<th>Normal Curve Equiv.</th>
<th>Stanine</th>
<th>Qualitative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Language</td>
<td>195</td>
<td>96</td>
<td>87–105</td>
<td>39</td>
<td>44</td>
<td>4</td>
<td>Average</td>
</tr>
<tr>
<td>Total Reading</td>
<td>293</td>
<td>71</td>
<td>67–75</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>Below Average</td>
</tr>
<tr>
<td>Basic Reading</td>
<td>143</td>
<td>72</td>
<td>69–75</td>
<td>3</td>
<td>11</td>
<td>1</td>
<td>Below Average</td>
</tr>
<tr>
<td>Reading Comprehension and Fluency</td>
<td>150</td>
<td>72</td>
<td>65–79</td>
<td>3</td>
<td>11</td>
<td>1</td>
<td>Below Average</td>
</tr>
<tr>
<td>Written Expression</td>
<td>253</td>
<td>81</td>
<td>73–89</td>
<td>10</td>
<td>23</td>
<td>2</td>
<td>Below Average</td>
</tr>
<tr>
<td>Mathematics</td>
<td>203</td>
<td>102</td>
<td>95–109</td>
<td>55</td>
<td>53</td>
<td>5</td>
<td>Average</td>
</tr>
<tr>
<td>Math Fluency</td>
<td>211</td>
<td>107</td>
<td>98–116</td>
<td>68</td>
<td>60</td>
<td>6</td>
<td>Average</td>
</tr>
<tr>
<td>Total Achievement</td>
<td>849</td>
<td>78</td>
<td>74–82</td>
<td>7</td>
<td>19</td>
<td>2</td>
<td>Below Average</td>
</tr>
</tbody>
</table>
Composite Score Profile

Note. The vertical bars represent the confidence interval at 95%.
### Differences Between Composite Standard Scores

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Difference</th>
<th>Critical Value (Significance Level .05)</th>
<th>Significant Difference</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Language vs. Total Reading</td>
<td>25</td>
<td>8.59</td>
<td>Y</td>
<td>≤5%</td>
</tr>
<tr>
<td>Oral Language vs. Basic Reading</td>
<td>24</td>
<td>8.30</td>
<td>Y</td>
<td>≤10%</td>
</tr>
<tr>
<td>Oral Language vs. Reading Comprehension and Fluency</td>
<td>24</td>
<td>10.23</td>
<td>Y</td>
<td>≤5%</td>
</tr>
<tr>
<td>Oral Language vs. Written Expression</td>
<td>15</td>
<td>9.95</td>
<td>Y</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Oral Language vs. Mathematics</td>
<td>-6</td>
<td>9.32</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Oral Language vs. Math Fluency</td>
<td>-11</td>
<td>9.69</td>
<td>Y</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Total Reading vs. Basic Reading</td>
<td>-1</td>
<td>5.12</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Total Reading vs. Reading Comprehension and Fluency</td>
<td>-1</td>
<td>7.87</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Total Reading vs. Written Expression</td>
<td>-10</td>
<td>7.50</td>
<td>Y</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Total Reading vs. Mathematics</td>
<td>-31</td>
<td>6.65</td>
<td>Y</td>
<td>≤5%</td>
</tr>
<tr>
<td>Total Reading vs. Math Fluency</td>
<td>-36</td>
<td>7.16</td>
<td>Y</td>
<td>≤5%</td>
</tr>
<tr>
<td>Basic Reading vs. Reading Comprehension and Fluency</td>
<td>0</td>
<td>7.55</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Basic Reading vs. Written Expression</td>
<td>-9</td>
<td>7.16</td>
<td>Y</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Basic Reading vs. Mathematics</td>
<td>-30</td>
<td>6.26</td>
<td>Y</td>
<td>≤5%</td>
</tr>
<tr>
<td>Basic Reading vs. Math Fluency</td>
<td>-35</td>
<td>6.80</td>
<td>Y</td>
<td>≤5%</td>
</tr>
<tr>
<td>Reading Comprehension and Fluency vs. Written Expression</td>
<td>-9</td>
<td>9.33</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
<tr>
<td>Reading Comprehension and Fluency vs. Mathematics</td>
<td>-30</td>
<td>8.66</td>
<td>Y</td>
<td>≤5%</td>
</tr>
<tr>
<td>Reading Comprehension and Fluency vs. Math Fluency</td>
<td>-35</td>
<td>9.06</td>
<td>Y</td>
<td>≤5%</td>
</tr>
<tr>
<td>Written Expression vs. Mathematics</td>
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<td>8.33</td>
<td>Y</td>
<td>≤10%</td>
</tr>
<tr>
<td>Written Expression vs. Math Fluency</td>
<td>-26</td>
<td>8.74</td>
<td>Y</td>
<td>≤10%</td>
</tr>
<tr>
<td>Mathematics vs. Math Fluency</td>
<td>-5</td>
<td>8.01</td>
<td>N</td>
<td>&gt;15%</td>
</tr>
</tbody>
</table>

*Note.* A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.
### Ability–Achievement Discrepancy Analysis

**Ability Score Type:** DAS–II GCA  
**Ability Score:** 97

#### Predicted Difference Method

<table>
<thead>
<tr>
<th>WIAT–III Subtest</th>
<th>Predicted WIAT–III Score</th>
<th>Actual WIAT–III Score</th>
<th>Expected Difference</th>
<th>Critical Value .05</th>
<th>Significant Difference</th>
<th>Base Rate</th>
<th>Discrepancy ≥1 SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>98</td>
<td>100</td>
<td>-2</td>
<td>12.49</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Early Reading Skills</td>
<td>99</td>
<td>85</td>
<td>14</td>
<td>9.02</td>
<td>Y</td>
<td>&gt;15%</td>
<td>N</td>
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<td>87</td>
<td>11</td>
<td>11.50</td>
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<td>&gt;15%</td>
<td>N</td>
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<tr>
<td>Math Problem Solving</td>
<td>98</td>
<td>98</td>
<td>0</td>
<td>9.54</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Alphabet Writing Fluency</td>
<td>99</td>
<td>95</td>
<td>4</td>
<td>16.42</td>
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</tr>
<tr>
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<td>80</td>
<td>18</td>
<td>11.17</td>
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<td>≤10%</td>
<td>Y</td>
</tr>
<tr>
<td>Word Reading</td>
<td>98</td>
<td>66</td>
<td>32</td>
<td>6.19</td>
<td>Y</td>
<td>≤10%</td>
<td>Y</td>
</tr>
<tr>
<td>Pseudoword Decoding</td>
<td>98</td>
<td>77</td>
<td>21</td>
<td>5.91</td>
<td>Y</td>
<td>≤10%</td>
<td>Y</td>
</tr>
<tr>
<td>Numerical Operations</td>
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<td>105</td>
<td>-7</td>
<td>8.54</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
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<td>Oral Expression</td>
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<td>95</td>
<td>3</td>
<td>11.14</td>
<td>N</td>
<td>&gt;15%</td>
<td>N</td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
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<td>63</td>
<td>35</td>
<td>8.40</td>
<td>Y</td>
<td>≤1%</td>
<td>Y</td>
</tr>
<tr>
<td>Oral Reading Accuracy</td>
<td>99</td>
<td>72</td>
<td>27</td>
<td>12.69</td>
<td>Y</td>
<td>≤5%</td>
<td>Y</td>
</tr>
<tr>
<td>Oral Reading Rate</td>
<td>98</td>
<td>65</td>
<td>33</td>
<td>8.49</td>
<td>Y</td>
<td>≤1%</td>
<td>Y</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>78</td>
<td>20</td>
<td>7.30</td>
<td>Y</td>
<td>≤10%</td>
<td>Y</td>
</tr>
<tr>
<td>Math Fluency—Addition</td>
<td>99</td>
<td>105</td>
<td>-6</td>
<td>11.69</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Math Fluency—Subtraction</td>
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<td>10.60</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### WIAT–III Composite

<table>
<thead>
<tr>
<th>Composite</th>
<th>Predicted WIAT–III Score</th>
<th>Actual WIAT–III Score</th>
<th>Expected Difference</th>
<th>Critical Value .05</th>
<th>Significant Difference</th>
<th>Base Rate</th>
<th>Discrepancy ≥1 SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Language</td>
<td>98</td>
<td>96</td>
<td>2</td>
<td>9.52</td>
<td>N</td>
<td>&gt;15%</td>
<td>N</td>
</tr>
<tr>
<td>Total Reading</td>
<td>98</td>
<td>71</td>
<td>27</td>
<td>6.37</td>
<td>Y</td>
<td>≤1%</td>
<td>Y</td>
</tr>
<tr>
<td>Basic Reading</td>
<td>98</td>
<td>72</td>
<td>26</td>
<td>5.34</td>
<td>Y</td>
<td>≤5%</td>
<td>Y</td>
</tr>
<tr>
<td>Reading Comprehension and Fluency</td>
<td>98</td>
<td>72</td>
<td>26</td>
<td>9.06</td>
<td>Y</td>
<td>≤5%</td>
<td>Y</td>
</tr>
<tr>
<td>Written Expression</td>
<td>98</td>
<td>81</td>
<td>17</td>
<td>7.80</td>
<td>Y</td>
<td>≤10%</td>
<td>Y</td>
</tr>
<tr>
<td>Mathematics</td>
<td>98</td>
<td>102</td>
<td>-4</td>
<td>7.21</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Math Fluency</td>
<td>99</td>
<td>107</td>
<td>-8</td>
<td>7.78</td>
<td>Y</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Achievement</td>
<td>98</td>
<td>78</td>
<td>20</td>
<td>5.73</td>
<td>Y</td>
<td>≤5%</td>
<td>Y</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Area of Achievement Weakness</th>
<th>WIAT–III</th>
<th>Basic Reading: 72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Processing Weakness</td>
<td>DAS–II</td>
<td>Nonverbal Reasoning: 89</td>
</tr>
<tr>
<td>Area of Processing Strength</td>
<td>DAS–II</td>
<td>Verbal: 102</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Relative Strength Score</th>
<th>Relative Weakness Score</th>
<th>Difference</th>
<th>Critical Value .05</th>
<th>Significant Difference</th>
<th>Supports SLD hypothesis?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Processing Strength / Achievement Weakness</td>
<td>102</td>
<td>72</td>
<td>30</td>
<td>10.18</td>
<td>Y</td>
<td>Yes</td>
</tr>
<tr>
<td>B  Processing Strength / Processing Weakness</td>
<td>102</td>
<td>89</td>
<td>13</td>
<td>12.47</td>
<td>Y</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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**

![Diagram of PSW model with A and B comparisons](image)

**A. Discrepant?**
- Yes

**B. Discrepant?**
- Yes

---

**Processing Strength**
- DAS–II Verbal Composite
- \( SS = 102 \)

**Achievement Weakness**
- WIAT–III Basic Reading
- \( SS = 72 \)

**Processing Weakness**
- DAS–II Nonverbal Reasoning Composite
- \( SS = 89 \)