

wppsi-III

WECHSLER PRESCHOOL AND PRIMARY SCALE
OF INTELLIGENCE — THIRD EDITION

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Sample Report

This sample report shows the integration of WPPSI-III and WIAT-II for customers with the WIAT-II Scoring Assistant.

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Interpretive Report of WPPSI-III and WIAT-II Testing

EXAMINEE:	Michael Lopez	REPORT DATE:	09/10/2002
AGE:	7 years 0 months	GRADE:	1st
DATE OF BIRTH:	08/31/1995	ETHNICITY:	Hispanic
EXAMINEE ID:	99000	EXAMINER:	Mary Smith
GENDER:	Male		

Tests Administered:	WPPSI-III (08/08/2002) WIAT-II (09/08/2002)	Age at Testing:	WPPSI-III (6 years 11 months) WIAT-II (7 years 0 months)
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Is this a retest? No

SCORES SUMMARY

WPPSI-III		WIAT-II	
COMPOSITE	SCORE	COMPOSITE	SCORE
Verbal (VIQ)	88	Reading	74
Performance (PIQ)	110	Mathematics	94
Processing Speed (PSQ)	119	Written Language	80
Full Scale (FSIQ)	100	Oral Language	80
General Language Composite (GLC)	91		

Reason for Referral

Michael was referred for an evaluation by his early childhood intervention coordinator, Mary Martinez, secondary to academic difficulties.

Home

Michael is a 7-year-old child who lives with his parents. Three children besides Michael live in the home. His current living arrangement has been in effect since birth. Michael comes from a family with little formal education. His mother and father completed between the eighth and eleventh grades in school.

Language

Michael speaks English and Spanish, but Spanish is his dominant language. Michael has been exposed to and speaking English for one to three years.

Development

Michael was born with no apparent complications. According to his mother, Michael reached the following milestones within the expected age ranges: sitting alone, crawling, standing alone, walking alone, speaking first words, speaking short sentences, using toilet when awake, and staying dry at night.

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Health

Michael's visual screening was conducted on 4/02/2002 and revealed that he has normal visual acuity. Also, a hearing test was conducted on 4/02/2002 and showed normal auditory acuity. According to his mother, Michael has no sensory or motor difficulties. In addition, his mother states Michael has no major medical concerns. His mother says he took no prescription medication in the past and he is taking none currently. His mother reports that he has no sign of neurological concerns in the past or recently.

School

His mother reports that he did not attend a formal pre-kindergarten program. Also, he attended a half-day kindergarten program. In addition, Michael attended the same school since initial enrollment in school. Michael has a history of being held back in school. He was retained in 1st grade 1 time. Regarding school attendance, he currently is maintaining good attendance and he had an excellent attendance record in the past. As for his conduct in school, at this time he is extremely well-behaved and he had an exemplary conduct record in the past. Regarding academic performance, at this time he is experiencing many academic difficulties and he had many academic difficulties in the past. Most recent standardized achievement test results show that he is average in Math and below average in Reading and Language.

Interpretation of WPPSI-III Results

WPPSI-III General Intellectual Ability

Michael was administered 14 subtests of the Wechsler Preschool and Primary Scale of Intelligence—Third Edition (WPPSI-III) from which his composite scores are derived. The Full Scale IQ (FSIQ) is typically derived from the combination of seven subtest scores and is considered the most representative estimate of global intellectual functioning. Michael's general cognitive ability is in the Average range of intellectual functioning, as measured by the FSIQ. His overall thinking and reasoning abilities exceed those of approximately 50% of children his age (FSIQ = 100; 95% confidence interval = 95-105). His FSIQ score is comparable to that of his peers.

Michael's nonverbal reasoning skills are much better developed than his verbal skills. In fact, the difference may be large enough to be noticeable in his daily functioning. Processing complex visual information by forming special images of part-whole relationships and/or manipulating the parts to solve novel problems without using words is a strength for Michael. Making sense of complex verbal information and using verbal abilities to solve novel problems is a less well developed ability. Michael performed significantly better on processing speed than on verbal reasoning tasks. This is unusual and may become noticeable in his daily activities at home or in school. Michael performed comparably on perceptual-organizational and processing speed tasks.

Verbal Abilities

The Verbal IQ (VIQ) is typically derived from the combination of three subtest scores, and is an estimate of verbal reasoning and comprehension, acquired knowledge, and attention to verbal stimuli. Michael's verbal abilities, as measured by the VIQ, are in the Low Average range and exceed those of 21% of his peers (VIQ = 88; 95% confidence interval = 82-95). His VIQ score is

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below that of most of his peers. As a result, Michael may have difficulty succeeding in language based tasks. Michael performed comparably on the three core verbal subtests contributing to the VIQ, suggesting that these verbal cognitive abilities are similarly developed.

The General Language Composite (GLC) is derived from scores on the Picture Naming and Receptive Vocabulary subtests and provides a measure of basic expressive and receptive language development. Michael's GLC falls in the Average range and is higher than that of 27% of children his age. His GLC score is comparable to that of most of his peers. Michael performed about equally well on tasks that allowed him to point to pictures named by the examiner and tasks requiring him to name pictured objects aloud. These scores suggest that his expressive and receptive language abilities are similarly developed.

Performance Abilities

The Performance IQ (PIQ) is derived from the combination of three subtest scores, and is an estimate of fluid reasoning, spatial processing, perceptual-organization, and visual-motor integration. Michael's perceptual-organizational and nonverbal reasoning abilities, as measured by the PIQ, are in the High Average range and exceed those of 75% of his peers (PIQ = 110; 95% confidence interval = 103-116). His PIQ score is somewhat higher than that of many of his peers. Michael performed comparably on the three core performance subtests contributing to the PIQ, suggesting that his visual-spatial reasoning and perceptual-organizational skills are similarly developed.

Processing Speed Abilities

The Processing Speed Quotient (PSQ) provides an estimate of Michael's ability to quickly and correctly scan, sequence, and discriminate simple visual information. Michael's processing speed abilities, as measured by the Processing Speed Quotient, are in the High Average range and above those of 90% of his peers (PSQ = 119; 95% confidence interval = 108-126). His PSQ score is somewhat higher than that of many of his peers. Processing speed is an indication of the rapidity with which Michael can mentally process simple or routine information without making errors. Good speed of simple information processing may free cognitive resources for the processing of more complex information, and ease new learning.

Intra-individual Strengths and Weaknesses

Michael performed lower on Vocabulary (scaled score= 7), and Word Reasoning (scaled score= 8) than the other subtests he was given. Vocabulary measures verbal concept formation, fund of knowledge and language development, and Word Reasoning measures verbal reasoning, verbal comprehension, verbal abstraction, and an ability to integrate different types of information. These represent weaknesses that may require intervention in his further development.

Michael performed much better on tasks requiring abstract categorical reasoning and concept formation without verbal expression required (Picture Concepts = 12), than tasks that require abstract categorical reasoning and concept formation that must be verbally expressed (Similarities = 7). Michael performed similarly on tasks requiring rapid processing of simple or routine information. This indicates that Michael's fine-motor skills, short-term memory, learning

ability (Coding = 13), and attention to detail, mental control (Symbol Search = 14), are equally developed.

Interpretation of WIAT-II Results

Reading

Michael presents a diverse set of skills on different aspects of reading. He performed much better on tasks that assessed his capability to correctly apply phonetic decoding rules when reading a series of nonsense words (Pseudoword Decoding standard score = 85), than on tasks that required him to name alphabet letters, identify and generate letter sounds and rhyming words, and match and read a series of printed words (Word Reading standard score = 74) and match words with pictures, read sentences and paragraphs and answer questions about what was read (Reading Comprehension standard score = 70). For this reason, the Reading Composite standard score (74) may not be the most accurate manner in which to summarize his reading skills. His Pseudoword Decoding subtest score is higher than only approximately 16% of his peers, placing these skills in the Low Average range. Michael's performance in Reading Comprehension and Word Reading are within the Borderline range and exceed approximately 2% and 4%, respectively, of children his age.

Mathematics

Michael's skills in mathematics are diverse and may not be adequately summarized by a single number. He performed much higher on tasks that evaluated his ability to identify and write numbers, count, and solve basic addition and subtraction problems (Numerical Operations standard score = 114) than on tasks that required him to understand basic number concepts, including unit and geometric measurement, and solve one-step word problems (Math Reasoning standard score = 76). Because of this variability in his performance, the Mathematics Composite standard score (94) may not be the best summary of his overall skills in mathematics. Michael's skills in Math Reasoning are within the Borderline range and better than those of only approximately 5% of children his age. His Numerical Operations subtest score is above that of approximately 82% of his peers, placing these skills in the High Average range.

Oral Language

Michael performed in the Low Average range in overall language skills, as indicated by his standard score on the Oral Language Composite (80). His skills in this area exceed those of only approximately 9% of students his age. Michael performed comparably on tasks that required him to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture (Listening Comprehension standard score = 82) and repeat sentences, generate words within a category, describe scenes, and give directions (Oral Expression standard score = 84).

Written Language

Michael's skills in written language are diverse and may not be adequately summarized by a single number. He performed much higher on tasks that evaluated his ability to write the

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alphabet from memory, generate words within a category, generate sentences to describe visual cues, and combine sentences (Written Expression standard score = 89) than on tasks that required him to write one's name and print letters that correspond to sounds and words (Spelling standard score = 74). Because of this variability in his performance, the Written Language Composite standard score (80) may not be the best summary of his overall skills in writing. Michael's skills in Spelling are within the Borderline range and better than those of only approximately 4% of children his age. His Written Expression subtest score is above that of approximately 23% of his peers, placing these skills in the Low Average range.

Strengths And Weaknesses

Compared to Michael's mean score for all WIAT-II subtests, his performance is significantly better in Numerical Operations, indicating that this is an area of relative strength for him. His skills in this area are also considered strengths in relation to those of other children his age. Michael performed better than approximately 82% of his peers on this task.

Reading Comprehension and Word Reading are notable weaknesses for Michael. His scores on these subtests are significantly less than his mean score for all WIAT-II subtests, indicating that these are areas of lower performance relative to his other skills. He performed better than only approximately 2% and 4% of his peers on Reading Comprehension and Word Reading, respectively. Thus, Michael may experience great difficulty keeping up with other students when these skills are needed.

Ability-Achievement Discrepancy Analysis Predicted Method

Michael's scores on the WIAT-II were compared to the levels of achievement predicted for a student with his general cognitive ability, as indicated by his Verbal IQ score of 88 on the WPPSI-III administered 08/08/2002. Significant differences between actual and predicted achievement scores are reported in this section.

He performed particularly well on tasks involving Numerical Operations. Michael achieved a much higher score on this subtest (actual score = 114) than expected, based on his overall cognitive ability (predicted score = 95). This significant difference is highly unusual and indicates a specific strength in tasks that required him to identify and write numbers, count, and solve basic addition and subtraction problems.

Michael displays difficulty with achievement in reading. He scored much lower on the Reading Composite (actual score = 74) than expected for a child with his general cognitive ability (predicted score = 93). The difference between his actual and predicted scores is significant and highly unusual. Thus, this is an area in which Michael may benefit from assistance in helping him further develop his skills. Reading Comprehension (actual standard score = 70), Word Reading (actual standard score = 74) and Pseudoword Decoding (actual standard score = 85) are areas of difficulty for Michael. The difference between Michael's actual and predicted scores on the Reading Comprehension subtest (22 points) is both significant and highly unusual, and indicates a specific weakness in tasks that required him to match words with pictures, read sentences and paragraphs and answer questions about what was read. For the Word Reading and Pseudoword Decoding subtests, the discrepancy between his actual and predicted scores(20

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points) and (10 points) is also significant, suggesting a specific weakness in tasks that required Michael to name alphabet letters, identify and generate letter sounds and rhyming words, and match and read a series of printed words and correctly apply phonetic decoding rules when reading a series of nonsense words.

Math Reasoning is a particular area of difficulty for Michael. Specifically, there is a noteworthy difference between his Math Reasoning subtest score (76) and the level of achievement anticipated for a student with his cognitive ability (predicted score = 92). This significant and highly unusual difference indicates a specific weakness on tasks that required him to understand basic number concepts, including unit and geometric measurement, and solve one-step word problems.

Michael displays difficulty with achievement in written language skills. He scored much lower on the Written Language Composite (actual score = 80) than expected for a child with his general cognitive ability (predicted score = 93). The difference between his actual and predicted scores is significant. Thus, this is an area in which Michael may benefit from assistance in helping him further develop his skills. Spelling is a particular area of difficulty for Michael. Specifically, there is a noteworthy difference between his Spelling subtest score (74) and the level of achievement anticipated for a student with his cognitive ability (predicted score = 95). This significant and highly unusual difference indicates a specific weakness on tasks that required him to write one's name and print letters that correspond to sounds and words.

Summary

Michael is a 7-year-old child who completed the WPPSI-III and the WIAT-II. He was referred by his early childhood intervention coordinator due to academic difficulties. The results of the assessment should be viewed with caution because Michael's dominant language is Spanish. His general cognitive ability, as estimated by the WPPSI-III, is in the Average range when compared to his peers (FSIQ = 100). Michael's general verbal abilities were in the Low Average range (VIQ = 88), and general performance abilities were in the High Average range (PIQ = 110). Language issues may have impeded Michael's performance on the verbal tasks, and thus his nonverbal abilities may be the best estimate of his overall intellectual functioning. Michael's nonverbal reasoning abilities are in the High Average range (PIQ = 110).

Michael demonstrated personal strength in Numerical Operations on the WIAT-II. He demonstrated relatively weak skills in Math Reasoning, Pseudoword Decoding, Reading Comprehension, Spelling, and Word Reading on the WIAT-II. This pattern of scores is consistent with the academic problems noted by Michael's early childhood intervention coordinator.

Recommendations

Further Evaluation/Counseling

A multi-disciplinary conference is recommended to evaluate Michael's current level of functioning and plan appropriate educational programs, placement, or services.

Expressive/Receptive Language

Michael's teachers and parents are encouraged to use concise verbal directions by explaining tasks with as few words as possible. Verbal directions may also be clarified with visual cues and demonstrations.

Michael's teacher and family can assist with Michael's language development by participating in story-time activities. For example, a story is read several times, with each reading including a change to the characters, action, or sequence. Michael's task is to identify and describe the part of the story that has changed. Michael could also be asked to complete an incomplete story or to participate in dramatization of a story.

Social/Interpersonal

Michael's family is encouraged to engage in activities that promote communication and enrich Michael's verbal environment. For example, family members could take turns recounting the day's events, telling short stories, or sharing jokes or riddles.

Emerging Literacy

Michael's family and teachers could participate in activities to improve Michael's language development and verbal categorization ability. For example, naming games can be developed in which Michael is asked to list as many objects as he can based on a specific characteristic (e.g., red, round, soft, furry).

Academic : General

Michael may need to be encouraged to use rhymes, alliterations, and other devices to remember rules and other new information (e.g., "I before E except after C and when sounded as A as in neighbor and weigh).

Academic : Reading

Michael could be asked to read aloud on a regular basis. Materials read should be at a level that he can understand, but that also challenges him. These books could be obtained at the public library as part of regular weekend outings.

Lessons should incorporate visual presentation rather than class discussion, especially during reading-group time.

Due to Michael's reading difficulties, participation in special reading programs is recommended as part of his individualized educational plan.



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Academic : Family

It is recommended Michael's family avoid imposing unobtainable expectations or responsibilities on Michael.

Academic : Teacher

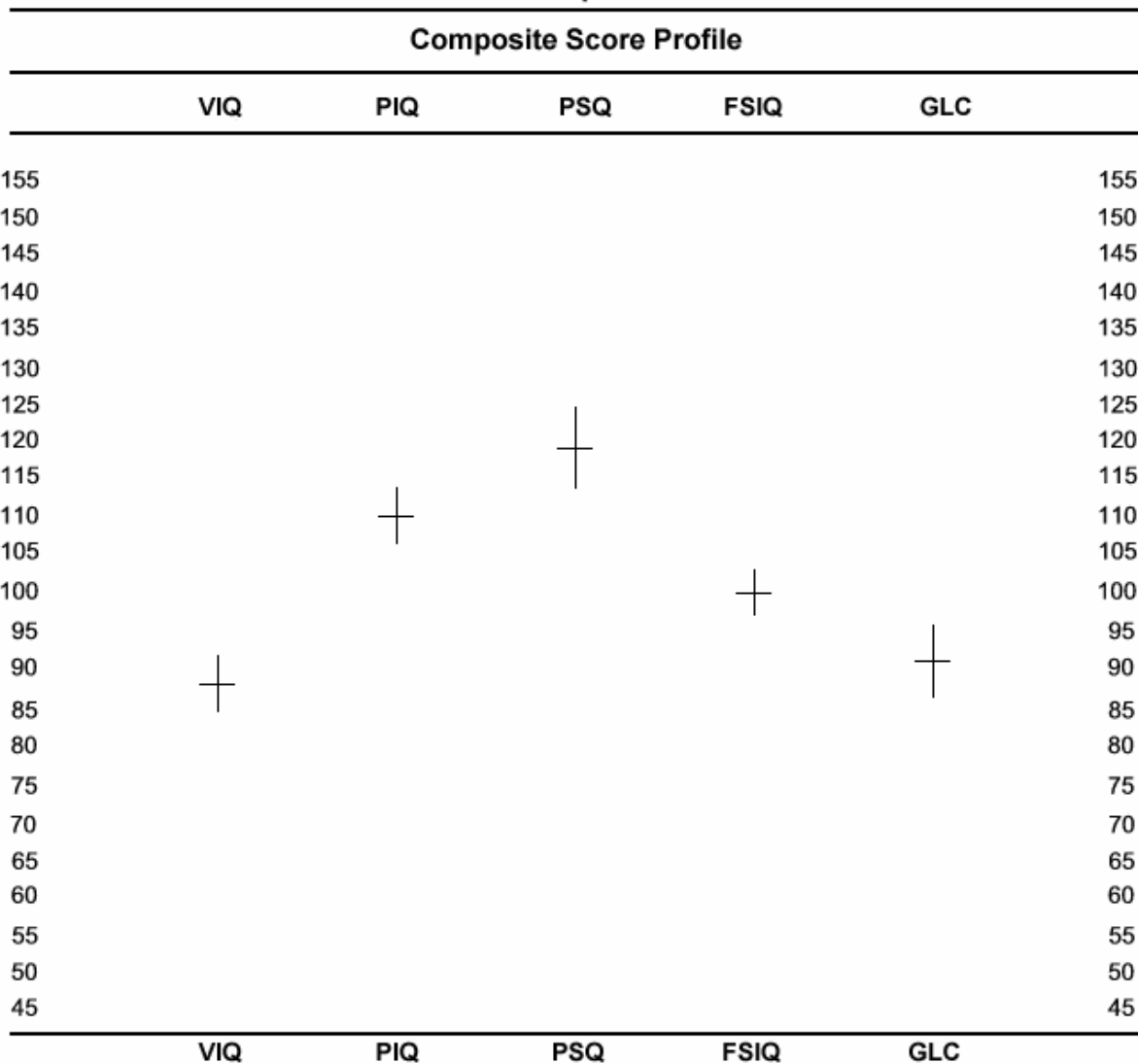
Teachers are encouraged to provide consistent reinforcement to Michael for persistence, effort, and independent work.

Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal	24	88	21	82-95	Low Average
Performance	35	110	75	103-116	High Average
Processing Speed	27	119	90	108-126	High Average
Full	72	100	50	95-105	Average
General Language	17	91	27	84-99	Average

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WPPSI-III Composite Scores



Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM	Composite	Score	SEM
VIQ	88	3.67	FSIQ	100	3.00
PIQ	110	3.67	GLC	91	4.74
PSQ	119	5.41			

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Verbal Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Information	27	9	6:6	37
Vocabulary	18	7	5:1	16
Word Reasoning	17	8	5:4	25
(Comprehension)	17	8	5:4	25
(Similarities)	16	7	4:10	16

Performance Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Block Design	32	12	>7:2	75
Matrix Reasoning	20	11	7:2	63
Picture Concepts	20	12	>7:2	75
(Picture Completion)	26	12	>7:2	75
(Object Assembly)	35	13	>7:2	84

Processing Subtest Scores Summary

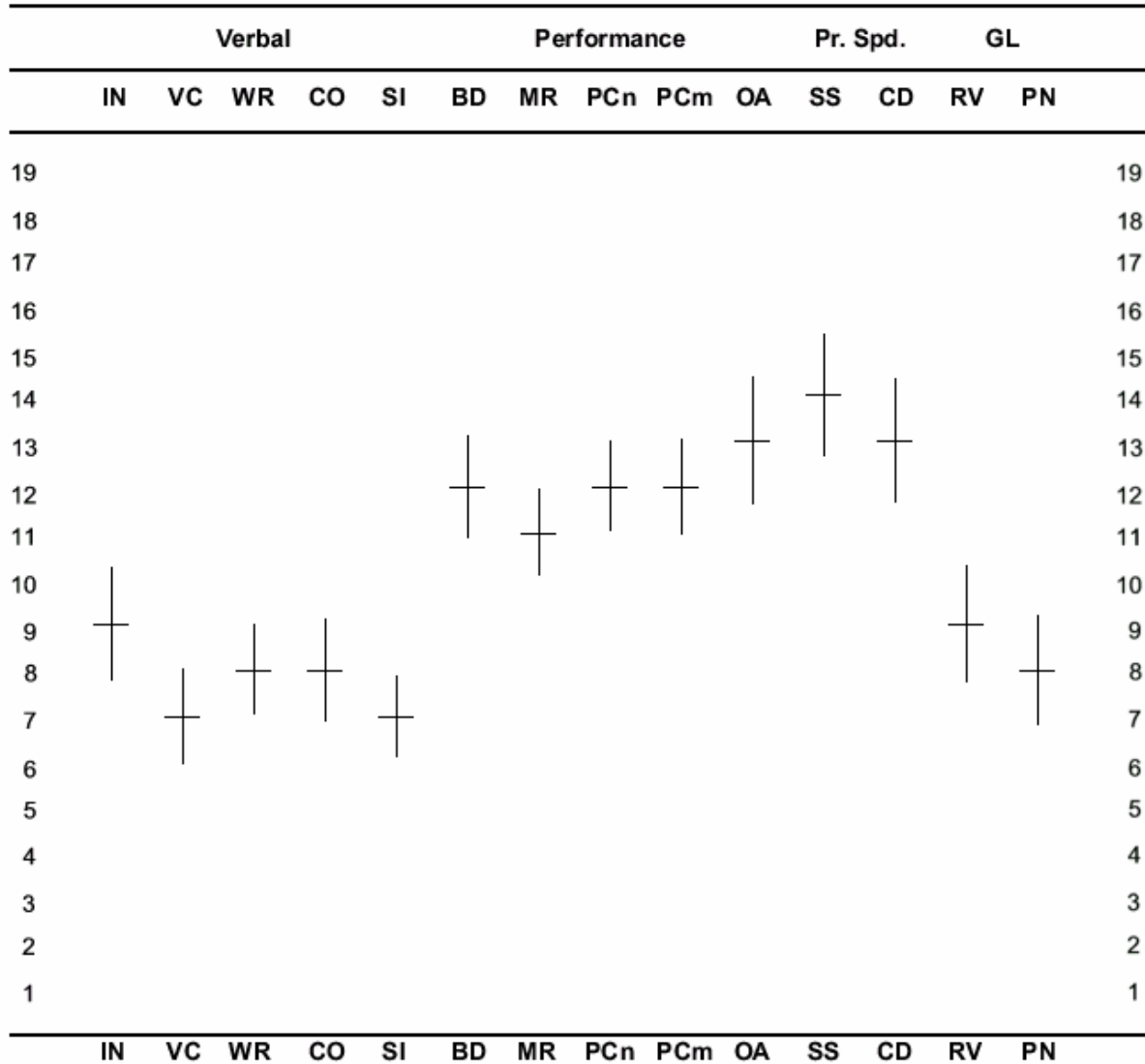
Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
(Symbol Search)	36	14	>7:2	91
Coding	51	13	>7:2	84

General Language Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
(Receptive Vocabulary)	28	9	6:2	37
(Picture Naming)	22	8	5:7	25

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WPPSI-III Subtest Scaled Score Profile



Vertical bar represents the Standard Error of Measurement.

Subtest	Score	SEM	Subtest	Score	SEM
Information (IN)	9	1.24	Picture Concepts (PCn)	12	0.99
Vocabulary (VC)	7	1.04	Picture Completion (PCm)	12	1.04
Word Reasoning (WR)	8	0.99	Object Assembly (OA)	13	1.41
Comprehension (CO)	8	1.12	Symbol Search (SS)	14	1.34
Similarities (SI)	7	0.90	Coding (CD)	13	1.37
Block Design (BD)	12	1.12	Receptive Vocabulary (RV)	9	1.27
Matrix Reasoning (MR)	11	0.95	Picture Naming (PN)	8	1.20

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Composite Score Differences

Discrepancy Comparisons	Score 1	Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Verbal IQ - Performance IQ	88	110	-22	10.17	Y	6.1%
Verbal IQ - Processing Speed	88	119	-31	12.81	Y	2.5%
Performance IQ - Processing Speed	110	119	-9	12.81	N	26.9%

Base Rate by Overall Sample

Statistical Significance (Critical Values) at the .05 level

Subtest Score Differences

Discrepancy Comparisons	Score 1	Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Information - Receptive Vocabulary	9	9	0	2.90	N	
Object Assembly - Block Design	13	12	1	3.30	N	41.9%
Coding - Symbol Search	13	14	-1	3.40	N	46.6%
Receptive Vocabulary - Picture Naming	9	8	1	2.90	N	42.2%
Similarities - Picture Concepts	7	12	-5	2.24	Y	7.1%

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	12	10.29	1.71	2.95		>25%
Information	9	10.29	-1.29	2.81		>25%
Matrix Reasoning	11	10.29	0.71	2.43		>25%
Vocabulary	7	10.29	-3.29	2.53	W	5-10%
Picture Concepts	12	10.29	1.71	2.33		>25%
Word Reasoning	8	10.29	-2.29	2.27	W	10-25%
Coding	13	10.29	2.71	2.97		>25%

Overall: Mean = 10.29, Scatter = 6, Base Rate = 52.9%

Statistical Significance (Critical Values) at the .05 level

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WPPSI-III Total Raw Scores

Subtest	Total Raw Score
Block Design Total Raw Score (0 to 40)	32
Information Total Raw Score (0 to 34)	27
Matrix Reasoning Total Raw Score (0 to 29)	20
Vocabulary Total Raw Score (0 to 43)	18
Picture Concepts Total Raw Score (0 to 28)	20
Symbol Search Total Raw Score (0 to 50)	36
Word Reasoning Total Raw Score (0 to 28)	17
Coding Total Raw Score (0 to 65)	51
Comprehension Total Raw Score (0 to 38)	17
Picture Completion Total Raw Score (0 to 32)	26
Similarities Total Raw Score (0 to 46)	16
Receptive Vocabulary Total Raw Score (0 to 38)	28
Object Assembly Total Raw Score (0 to 37)	35
Picture Naming Total Raw Score (0 to 30)	22

Summary of WIAT-II Subtest Scores

SUBTESTS*	RAW	STD	95% INTERVAL	PR	NCE	S9	AGE EQU	GRADE EQU
Word Reading	31	74	70- 78	4	13	2	5:4	K:2
Reading Comprehension	39**	70	64- 76	2	8	1	<6:0	<1:0
Pseudoword Decoding	1	85	81- 89	16	29	3	4:4	PreK5:4
Numerical Operations	14	114	101- 127	82	70	7	7:8	2:5
Math Reasoning	13	76	68- 84	5	16	2	5:4	K:3
Spelling	5	74	67- 81	4	13	2	5:4	K:3
Written Expression	4	89	78- 100	23	35	4	5:8	K:8
Listening Comprehension	12	82	70- 94	12	25	3	5:0	PreK5:5
Oral Expression	18	84	74- 94	14	28	3	5:0	PreK5:2

* WIAT-II age-based normative information was used in the calculation of subtest and composite scores

**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	229	74	71- 77	4	13	2
Mathematics	190	94	85- 103	34	42	4
Written Language	163	80	73- 87	9	22	2
Oral Language	166	80	71- 89	9	22	2
Total	748	78	74- 82	7	19	2

* WIAT-II age-based normative information was used in the calculation of subtest and composite scores

Differences Between Subtest Scores and Mean of Subtest Scores

SUBTESTS	STD SCORE	DIFF. FROM MEAN	SIGNIF.	FREQ	S/W
Word Reading	74	-9.11	.05*	25%	W
Reading Comprehension	70	-13.11	.05*	25%	W
Pseudoword Decoding	85	1.89	ns	>25%	
Numerical Operations	114	30.89	.05*	<1%	S
Math Reasoning	76	-7.11	ns	>25%	
Spelling	74	-9.11	.15	25%	W
Written Expression	89	5.89	ns	>25%	
Listening Comprehension	82	-1.11	ns	>25%	
Oral Expression	84	0.89	ns	>25%	

Mean of Subtest Standard Scores = 83.11

* significant at the .05 level

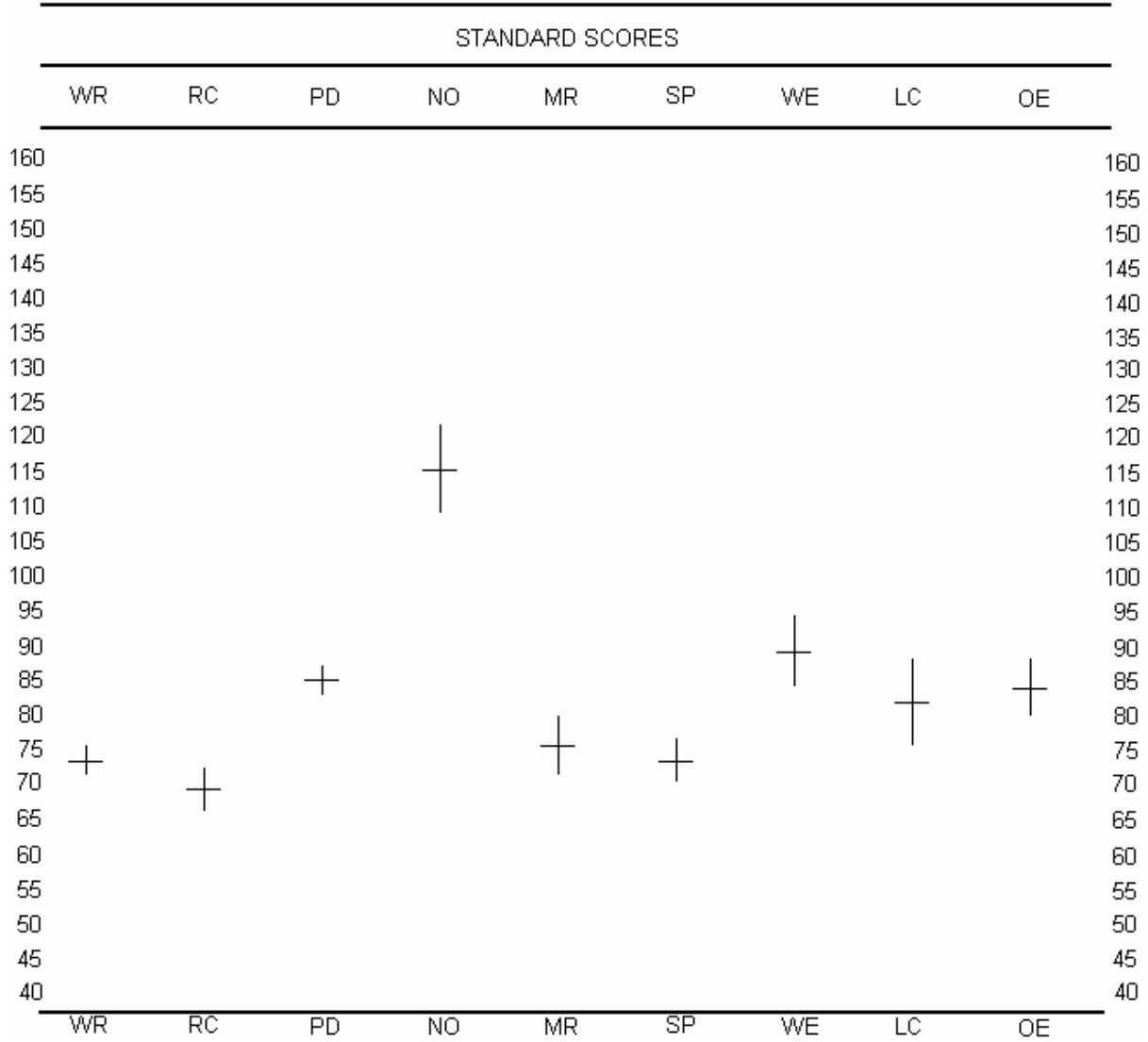
Differences Between Composite Standard Scores

COMPOSITES	DIFFERENCE	SIGNIF.	FREQUENCY
Reading/Mathematics	-20	.05*	7.9%
Reading/Oral Language	-6	ns	34.9%
Reading/Written Language	-6	.15	33.2%
Mathematics/Oral Language	14	.05*	17%
Mathematics/Written Language	14	.05*	14.4%
Oral Language/Written Language	0	ns	

* 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)	74	2	Spelling (SP)	74	3
Reading Comprehension (RC)	70	3	Written Expression (WE)	89	5
Pseudoword Decoding (PD)	85	2	Listening Comprehension (LC)	82	6
Numerical Operations (NO)	114	6	Oral Expression (OE)	84	4
Math Reasoning (MR)	76	4			

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Ability-Achievement Discrepancy Analysis

Date of Ability Testing: 08/08/2002

Ability Score Type: VIQ

Ability Score: 88

Predicted-Difference Method

	Predicted Score	Actual Score	Expected Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
WIAT-II SUBTEST						
Word Reading	94	74	20	5.87	Y	5-10%
Reading Comprehension	92	70	22	8.64	Y	3%
Pseudoword Decoding	95	85	10	6.72	Y	20-25%
Numerical Operations	95	114	-19	15.86	Y	
Math Reasoning	92	76	16	12.86	Y	5-10%
Spelling	95	74	21	10.03	Y	5-10%
Written Expression	95	89	6	14.42	N	>25%
Listening Comprehension	92	82	10	18.58	N	20%
Oral Expression	92	84	8	13.98	N	25%
COMPOSITES						
Reading	93	74	19	6.48	Y	5-10%
Mathematics	93	94	-1	11.97	N	
Written Language	93	80	13	10.77	Y	10-15%
Oral Language	91	80	11	13.18	N	15%
Total	91	78	13	8.62	Y	5-10%

Statistical Significance (Critical Values) at the .01 level

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

Word Reading Subtest

Error Analysis

Skill	Item Numbers	Errors	% Correct
Matching Alphabet Letters	1, 2, 3		100%
Identifying Alphabet Letters	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29	29	96%
Identifying Rhyming Words	30, 31, 32, 33	32, 33	50%
Identifying Beginning Sounds	34, 35, 36	35, 36	33%
Identifying Ending Sounds	37, 38	37, 38	0%
Blending Phonemes into Words	39, 40, 41	39, 40, 41	0%

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Reading Comprehension Subtest

Error Analysis

Skill	Item Numbers	Errors	% Correct
Matching pictures with words	1, 2, 3, 4, 5, 9	5, 9	67%
Recognizing Stated Detail	7, 10, 11, 16, 17, 19, 20, 23	7, 10, 11, 16, 17, 19, 20, 23	0%
Recognizing Implied Detail	27	27	0%
Predicting Events and Outcomes	12	12	0%
Drawing Conclusions	13	13	0%
Using Context to Determine Word Meaning	14, 24	14, 24	0%
Recognizing Stated Cause and Effect	21	21	0%
Recognizing Implied Cause and Effect	22	22	0%
Identifying Main Idea	25	25	0%

Math Reasoning Subtest

Error Analysis

Skill	Item Numbers	Errors	% Correct
Count with 1:1 correspondence and use sum to compare quantities	1, 2, 3, 8, 11		100%
Order numbers	12, 14, 15, 19	14, 19	50%
Identify, compare and contrast shapes, solids, lines, angles	4, 5	5	50%
Recall and apply basic addition and subtraction facts and procedures	9, 13		100%
Extend pictorial patterns	17, 18	17, 18	0%
Use attributes such as length, weight, or capacity to compare and order objects	16	16	0%
Use calendar to compare and order events	21	21	0%
Use grids and graphs to make comparisons, draw conclusions, or answer questions	6, 7, 10		100%
Use words and numbers to describe the values of individual coins	20	20	0%

Observations

On the Math Reasoning subtest:

Often Uses concrete aids (e.g., fingers) for computation

Never Uses paper and pencil to complete problem

Interpretive Report of WPPSI-III and WIAT-II Testing

Numerical Operations Subtest

Error Analysis

Skill	Item Numbers	Errors	% Correct
Number discrimination	1, 2		100%
Identifying missing number in rote counting	3		100%
Writing single and double digit numbers	4, 5		100%
Counting to 8 by rote	6		100%
Writing number to correspond with rote counting	7		100%
Addition - basic facts	8, 9, 11		100%
Subtraction - basic facts	10, 12		100%
Addition - multi-digits - no renaming	13		100%
Subtraction - multi-digits - no regrouping	14		100%
Addition - multi-digits - with renaming	15, 17	15, 17	0%
Subtraction - multi-digits - with regrouping	16, 18, 19	16, 18, 19	0%
Subtraction - with regrouping using decimals	20	20	0%

Observations

On the Numerical Operations subtest:

Often	Uses fingers/aids for counting or calculating
Seldom	Demonstrates automatized math facts when completing computations
Never	Writes incorrectly formed or reversed numerals

Listening Comprehension Subtest

Error Analysis

Skill	Item Numbers	Errors	% Correct
Receptive Vocabulary	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	2, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16	25%
Sentence Comprehension	17, 18, 19, 20, 21, 22, 23, 24, 25, 26	21, 22, 23, 24, 25, 26	40%
Expressive Vocabulary	27, 28, 29, 30, 31, 32, 33, 34, 35	31, 32, 33, 34, 35	44%

Interpretive Report of WPPSI-III and WIAT-II Testing

Spelling Subtest

Error Analysis

Skill	Item Numbers	Errors	% Correct
Initial single consonant sound	2, 4, 5		100%
Ending single consonant sound	6		100%
Initial single vowel sound	3	3	0%
Initial consonant blend	7, 8	7, 8	0%
Ending blend/digraph	10, 12	10, 12	0%
Diphthong	11	11	0%
Combination of phonemes in word	9	9	0%

Observations

On the Spelling subtest:

Always Has difficulty with consonant letter cluster/sound relationships

Oral Expression Subtest

Error Analysis

Skill	Item Numbers	Errors	% Correct
Sentence Repetition	1, 2, 3, 4, 5, 6, 7, 8, 9	6, 7, 8, 9	56%

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



Clinical and Background Review Report

EXAMINEE:	Michael Lopez	REPORT DATE:	09/10/2002
AGE:	7 years 0 months	GRADE:	1st
DATE OF BIRTH:	08/31/1995	ETHNICITY:	Hispanic
EXAMINEE ID:	99000	EXAMINER:	Mary Smith
GENDER:	Male		

Tests Administered:	WPPSI-III (08/08/2002) WIAT-II (09/08/2002)	Age at Testing:	WPPSI-III (6 years 11 months) WIAT-II (7 years 0 months)
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Is this a retest? No

Clinical Review

WPPSI-III

The 22 point difference between the VIQ and PIQ scores is statistically significant at the .05 level. A difference of this magnitude or greater was obtained by 6.1% of the children in the WPPSI-III standardization sample. Because a VIQ-PIQ score discrepancy of this size is very rare, the Interpretive Report de-emphasizes the FSIQ score. Overall mean has been selected for subtest comparison. Due to the significant VIQ-PIQ discrepancy, it is recommended that Verbal and Performance Means be used for subtest comparison.

As stated in the report, the PIQ is the best indication of Michael's general cognitive ability. This statement is made because of the language issue combined with the very large difference between his verbal and performance scores. Keep in mind, however, that the performance score is not as highly correlated with school achievement as is the verbal score. Although the performance score may well be the better indicator of general ability under the circumstances, it is not as good a predictor of school grades as is the verbal score.

WIAT-II

Word Reading

Michael's difficulty in Word Reading may be due to a variety of reasons. To assist in understanding his lower than expected performance, you may want to review Michael's responses to each item. The task demands of Word Reading can be categorized into three main types:

1. The ability to decode letters and words can be analyzed by determining whether or not the individual has difficulty with a particular consonant/vowel (e.g., "s" or "o") or a particular combination of consonants/vowels (e.g., "sh" or "ou").
2. Word reading ability can be examined by observing how well the student does on "high-frequency" words, such as "to" and "the". To assess the student's ability to analyze words (e.g., using decoding skills), you can refer to the errors observed during the subtest's administration, such as the strategies used when presented with an unfamiliar word. For example, did the student sound out the word letter by letter? Did he guess at the word by supplying a word that begins with the same letter or syllable? Younger readers may

Clinical and Background Review Report

experience difficulty with vowel sounds, while older readers are more likely to make mistakes on word parts and syllables. Any pattern of errors should be based on the analysis of three or four items (not just one item) and confirmed from additional observations in order to verify the presence of these weaknesses. The Word Reading Qualitative Observations provided in the record form can serve as a guide for determining problem areas.

3. The ability of the individual to read words automatically (e.g., automaticity) can be observed by recording whether or not the individual is able to recognize and pronounce the word within 3 seconds. Individuals who do not develop this type of fluency continue to read slowly and with great effort. Difficulties with word automaticity may adversely affect reading comprehension.

You may want to administer the PAL Test Battery for Reading and Writing (2001) to determine which specific reading processes (e.g., orthographic/phonological) are troublesome for the student.

For suggestions on specific interventions, refer to the following:

Adams, Foorman, Lundberg, & Beeler. (1998). Phonemic awareness in young children: A classroom curriculum. Baltimore: Brookes.

Berninger, V. (1998). Process assessment of the learner. Guides for intervention: Reading and writing. San Antonio, TX: The Psychological Corporation.

Chall, J.S. & Curtis, M.E. (1990). Diagnostic achievement testing in reading. In C.R. Reynolds & R.W. Kamphaus (Eds.) Handbook of Psychological and Educational Assessment of Children: Intelligence and Achievement (pp. 535-551). New York: Guilford Press.

Lipson, M.Y. & Wixson, K.K. (1997). Assessment and instruction of reading and writing disability: An interactive approach (2nd ed.). New York: Longman.

Trachtenburg, P. (1990). Using children's literature to enhance phonics instruction. The Reading Teacher, 43(9), 648-655.

Yopp, (1995). Read-aloud books for developing phonemic awareness: An annotated bibliography. The Reading Teacher, 48(6), 538-543.

Reading Comprehension

The Reading Comprehension subtest provides a measure of reading skill in three areas:

- The ability to understand what has been read (Reading Comprehension Standard Score).
- The rate at which an individual can read and comprehend material (Reading Comprehension Reading Rate score).
- The ability to read vocabulary words at grade level or by using context clues (Reading Comprehension Target Words score).

Difficulties in reading comprehension can be addressed through strategy instruction such as direct instruction of a specific skill, modeling of the skill, guided practice, and evaluation of the effectiveness of the strategy for the reader.

Teachers and peers can model comprehension strategies through reciprocal teaching activities (e.g., picture cues found in magazines can assist in vocabulary development). Semantic feature analysis (e.g., linking what students know about a word or topic and determining associations

Clinical and Background Review Report

that can be made with that knowledge) can be used to increase word knowledge. Sequencing can be taught with cartoon strips or with visual storyboards as passages are read. Identification of main ideas can be practiced by creating headlines for news articles. Self-questioning can be used to assist in identifying specific details (e.g., student identifies important points as he or she reads and organizes information by using an outline). Drawing conclusions can be taught through instruction in the strategy of making predictions about what will happen next.

Michael's performance on the Reading Rate score provides a measure of his average silent reading speed across multiple passages. However, this score should not be used if he appears to be skimming or obviously cannot read the passage. Low scores on Reading Rate and Target Words can be an indication that the student can benefit from intervention directed at increasing decoding skills, developing automaticity of word recognition, and addressing fluency through activities such as repeated readings (Berninger, 1998). Additional testing with the Process Assessment of the Learner: Test Battery for Reading and Writing (Berninger, 2001) RAN Tasks may provide a better understanding of how rapid, automatized naming might affect the student's reading skills.

Michael's Target Words score can be compared to his score on the Word Reading subtest to determine whether or not these skills are commensurate. Errors in reading words from a list as compared to reading words in the context of a reading passage can yield helpful information in determining appropriate interventions. For example, a student who can read words in context at grade level but who performs below average when reading from a list of words without context may benefit from guided oral reading procedures, which tend to improve word recognition, fluency, and comprehension (National Reading Panel, 2000).

For suggestions on specific interventions, refer to the following:

Berninger, V. (1998). Process assessment of the learner. Guides for intervention: Reading and writing. San Antonio, TX: The Psychological Corporation.

Steck-Vaughn. (1991). Developing Reading Strategies: Insights. Austin, TX: Author.

Spelling

The difficulties in Spelling displayed by Michael may be due to numerous reasons. The first item measures the examinee's ability to write his first and last names. This skill is an early writing skill that is typically introduced at the beginning of the kindergarten year. Items 2-12 measure the student's understanding of sound-symbol relationships; for these items, letter sounds are verbalized and the student identifies the matching letter or letters. Because only a sampling of letter sounds is included, the results can only suggest hypotheses about possible skill deficiencies. At a later time, a full range of letters and sounds can be dictated, and you can then review the results in the context of Michael's performance in the classroom to identify or confirm specific deficiencies.

An analysis of spelling errors can provide instructional clues for improving a individual's spelling. Reliability of errors is important, and recommended instructional interventions should be based on patterns of errors that occur repeatedly. Analysis of patterns of errors on the Written Expression subtest can be undertaken to determine whether patterns of errors occur across contexts.



Clinical and Background Review Report

For suggestions on specific interventions, refer to the following:

Berninger, V. (1998). Process assessment of the learner. Guides for intervention: Reading and writing. San Antonio, TX: The Psychological Corporation.

Questions/issues to be considered with regard to Michael.

What kinds of interventions have been tried with this student in the past, and what was the outcome of these interventions?

What kinds of interventions are being tried now and what kinds of results are being obtained?

Has the student changed schools one or more times? If yes, is the student currently experiencing negative effect from one or more school changes?

Are there specific concerns about school attendance that must be addressed?

Has this student been retained? How many times? What effects have these retentions had?

Are there specific disciplinary problems that must be addressed?

Are there any specific classroom academic performance problems that must be addressed? Does the student perform poorly only in certain areas or in all areas?

Has the student's class assignment been changed to try to improve classroom performance? If yes, when? What was the result of the change?

What is the student's current status related to special education?

If the student has a history of special education services, what impact does this history have on the current concerns?

If the student has a history of special education services, what kind of progress has been made?

Clinical Review Complete

Background Information Review

The background data entry review has been completed, and no inconsistencies were found.

Background Review Complete



WPPSI-III and WIAT-II Test Scores Report to Parents/Guardians

EXAMINEE:	Michael Lopez	REPORT DATE:	09/10/2002
AGE:	7 years 0 months	GRADE:	1st
DATE OF BIRTH:	08/31/1995	ETHNICITY:	Hispanic
EXAMINEE ID:	99000	EXAMINER:	Mary Smith
GENDER:	Male		

Tests Administered:	WPPSI-III (08/08/2002) WIAT-II (09/08/2002)	Age at Testing:	WPPSI-III (6 years 11 months) WIAT-II (7 years 0 months)
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Is this a retest? No

Reason for Testing

Michael was referred for testing by his early childhood intervention coordinator due to possible academic difficulties.

About the WPPSI-III

Michael was administered the Wechsler Preschool and Primary Scale of Intelligence - Third Edition (WPPSI-III) on 08/08/2002. The WPPSI-III is used to assess the general thinking and reasoning skills of children aged 2 years to 7 years. This test has three main scores: Verbal score, Performance score, and Full Scale score.

The Verbal score indicates how well Michael did on tasks that required him to listen to questions and give spoken answers to them. These tasks evaluate his skills in understanding verbal information, thinking with words, and expressing thoughts as words.

The Performance score indicates how well he did on tasks that required him to examine and think about things such as designs, pictures, and puzzles, and to solve problems without using words. These tasks evaluate his skills in solving nonverbal problems, sometimes using eye-hand coordination, and working quickly and efficiently with visual information.

The Full Scale score is derived from the combination of the Verbal and Performance scores. The WPPSI-III Full Scale score is one way to view Michael's overall thinking and reasoning skills.

Because language difficulties may have interfered with Michael's opportunity to perform well on the Verbal tasks, the Performance score may be a more accurate estimate of his thinking ability.

About the WIAT-II

Michael was given the Wechsler Individual Achievement Test - Second Edition (WIAT-II) on 09/08/2002. The WIAT-II is an achievement test for individuals ages four through adulthood. The skills tested are listed below:



WPPSI-III and WIAT-II Test Scores Report to Parents/Guardians

Reading:	Word Reading Reading Comprehension Pseudoword Decoding
Mathematics:	Numerical Operations Mathematics Reasoning
Written Language:	Spelling Written Expression
Oral Language:	Listening Comprehension Oral Expression

How WPPSI-III and WIAT-II Scores are Reported

The scores show how well Michael performed compared to a group of children the same age from across the United States. The highest possible score is 160 and the lowest possible score is 40. Half of all children will score less than 100 and half of all children will score more than 100. Scores from 90 to 109 are average.

A percentile rank is also given. This shows your child's rank in the national comparison group. If the percentile rank were 45, for example, it would mean that he scored higher than approximately 45 out of 100 children his age.

When reviewing Michael's scores, remember that no test is perfectly accurate. Any child might score slightly higher or lower if tested again on a different day.

WPPSI-III Test Scores

Scale	Score	Percentile Rank	Qualitative Range
Verbal (VIQ)	88	21	Low Average
Performance (PIQ)	110	75	High Average
General Language (GLC)	91	27	Average
Processing Speed (PSQ)	119	90	High Average

Michael's Verbal score is 88. He scored higher than approximately 21 out of 100 children his age on tasks that require listening to questions and giving verbal responses. Generally speaking, Michael's skills in understanding verbal information, thinking with words and expressing thoughts in words are in the Low Average range.

His Performance score is 110. Michael scored higher than approximately 75 out of 100 children his age on tasks that require him to examine and think about designs, pictures, and puzzles and solve problems without using words. In general, his skills in solving nonverbal problems and working quickly and efficiently with visual information are in the High Average range. His skills in solving nonverbal problems are much better developed than his skills in solving verbal problems.

WPPSI-III and WIAT-II Test Scores Report to Parents/Guardians

An optional score was also obtained to further assist in evaluating Michael's language skills. He obtained a General Language Composite score of 91 which falls within the Average range suggesting that his listening and speaking skills are similarly developed.

An additional set of tasks was administered in order to evaluate Michael's ability to quickly scan symbols and make judgments about them. He obtained a score of 119 on the Processing Speed Composite and scored higher than approximately 90 out of 100 children his age. In general, his processing speed skills are within the High Average range.

WIAT-II Test Scores

Academic Area	Score	Percentile Rank	Category
Reading	74	4	Borderline
Mathematics	94	34	Average
Written Language	80	9	Low Average
Oral Language	80	9	Low Average

Michael's Reading Composite score is 74. These tasks required him to name alphabet letters, identify and generate letter sounds and rhyming words, and match and read a series of printed words, match words with pictures, read sentences and paragraphs and answer questions about what was read, and to correctly apply phonetic decoding rules when reading a series of nonsense words. These skills are better than those of approximately 4 out of 100 children his age. Generally speaking, his skills are currently in the Borderline range.

Michael's Mathematics score is 94. These tasks assess his ability to identify and write numbers, count, and solve basic addition and subtraction problems and to understand basic number concepts, including unit and geometric measurement, and solve one-step word problems. His skills are currently in the Average range and are higher than those of approximately 34 out of 100 children his age.

Michael's Written Language score is 80. The writing tasks required him to write one's name and print letters that correspond to sounds and words and to write the alphabet from memory, generate words within a category, generate sentences to describe visual cues, and combine sentences. His skills are currently in the Low Average range and are higher than those of approximately 9 out of 100 children his age.

Michael's Oral Language score is 80. The language tasks assess his ability to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture and to repeat sentences, generate words within a category, describe scenes, and give directions. His skills are currently in the Low Average range and are higher than those of approximately 9 out of 100 children his age.



WPPSI-III and WIAT-II Test Scores Report to Parents/Guardians

Your child may benefit from your support and encouragement in helping him improve his skills in Reading, Written Language, and Oral Language. If you have not already done so, you may wish to talk with Mary Smith regarding a plan for assisting Michael in improving these skills.

The WPPSI-III is a test of thinking and reasoning skills and the WIAT-II is a test of academic achievement. A child's scores on these tests, however, can also be influenced by motivation, attention, interests, and opportunities for learning. Please keep in mind that a few test scores cannot assess all of the skills that Michael may be capable of using to assist him in achieving success.

Mary Smith

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