



WIAT[®] 4

Wechsler Individual Achievement Test
FOURTH EDITION

WIAT[®]-4

Wechsler Individual Achievement Test[®] (4th ed.)

Score Report

Name:	J. Doe	Test date:	11/09/2024
Examinee ID:	Not specified	Report date:	01/06/2025
Birth date:	09/13/2014	Age at testing:	10:1
Gender:	Male	Grade:	5
Race/ethnicity:	Not specified	Semester:	Fall (August-November)
Handedness:	Not specified	Is this a retest?	No
Home language:	Not specified	Examiner name:	Jennifer Harris

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[1.23 / RE1 / QG1]

Core Composite Score Summary

Composite/Subtest	Raw score ¹	Standard score	90% Confidence interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Total Achievement	592	97	93 - 101	42	Average	-	-	-
Word Reading	65	83	79 - 87	13	Low average	8:2	2.6	488
Reading Comprehension	25 ^{2,3}	69	61 - 77	2	Extremely low	6:6	1.2	466
Spelling	28	106	101 - 111	66	Average	10:10	5.6	529
Essay Composition ⁴	50	103	94 - 112	58	Average	10:6	5.1	538
Math Problem Solving	50	113	104 - 122	81	High average	12:2	7.0	531
Numerical Operations	35	118	111 - 125	88	High average	12:10	7.3	537
Reading	152	75	69 - 81	5	Very low	-	-	-
Word Reading	65	83	79 - 87	13	Low average	8:2	2.6	488
Reading Comprehension	25 ^{2,3}	69	61 - 77	2	Extremely low	6:6	1.2	466
Written Expression	308	103	97 - 109	58	Average	-	-	-
Spelling	28	106	101 - 111	66	Average	10:10	5.6	529
Sentence Composition	*	99	90 - 108	47	Average	9:10	4.5	-
Essay Composition ⁴	50	103	94 - 112	58	Average	10:6	5.1	538
Mathematics	231	117	112 - 122	87	High average	-	-	-
Math Problem Solving	50	113	104 - 122	81	High average	12:2	7.0	531
Numerical Operations	35	118	111 - 125	88	High average	12:10	7.3	537

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

¹ For composites, Raw score refers to Sum of Subtest Standard Scores.

² Indicates a raw score that is converted to a weighted raw score (not shown).

³ Indicates that a raw score is based on a below-grade-level item set.

⁴ Essay Composition was scored using the hand scoring method.

Supplemental Composite Score Summary

Composite/Subtest	Raw score ¹	Standard score	90% Confidence interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Basic Reading	254	83	79 - 87	13	Low average	-	-	-
Pseudoword Decoding	15	84	79 - 89	14	Low average	7:6	2.1	488
Phonemic Proficiency	40	87	82 - 92	19	Low average	7:6	2.1	495
Word Reading	65	83	79 - 87	13	Low average	8:2	2.6	488
Decoding	167	82	79 - 85	12	Low average	-	-	-
Pseudoword Decoding	15	84	79 - 89	14	Low average	7:6	2.1	488
Word Reading	65	83	79 - 87	13	Low average	8:2	2.6	488
Reading Fluency	215	69	64 - 74	2	Extremely low	-	-	-
Oral Reading Fluency	3 ^{2,3}	40	33 - 47	<0.1	Extremely low	<6:2	<1.0	386
Orthographic Fluency	25 ²	85	76 - 94	16	Low average	8:2	3.0	495
Decoding Fluency	20	90	80 - 100	25	Average	8:6	3.0	497
Math Fluency	312	104	99 - 109	61	Average	-	-	-
Math Fluency–Addition	30	105	96 - 114	63	Average	10:10	5.7	597
Math Fluency–Subtraction	25	105	95 - 115	63	Average	10:10	5.7	595
Math Fluency–Multiplication	20	102	94 - 110	55	Average	10:2	5.0	595
Writing Fluency⁴	-	-	-	-	-	-	-	-
Alphabet Writing Fluency	-	-	-	-	-	-	-	-
Sentence Writing Fluency	100	116	103 - 129	86	High average	17:0-19:11	12.8	546
Oral Language	236	120	113 - 127	91	Very high	-	-	-
Listening Comprehension	*	109	101 - 117	73	Average	12:5	6.8	-
Oral Expression	*	127	118 - 136	96	Very high	13:3	7.3	-
Phonological Processing	171	84	79 - 89	14	Low average	-	-	-
Pseudoword Decoding	15	84	79 - 89	14	Low average	7:6	2.1	488
Phonemic Proficiency	40	87	82 - 92	19	Low average	7:6	2.1	495
Orthographic Processing	191	95	90 - 100	37	Average	-	-	-
Orthographic Fluency	25 ²	85	76 - 94	16	Low average	8:2	3.0	495
Spelling	28	106	101 - 111	66	Average	10:10	5.6	529
Dyslexia Index	252	82	78 - 86	12	Low average	-	-	-
Word Reading	65	83	79 - 87	13	Low average	8:2	2.6	488
Pseudoword Decoding	15	84	79 - 89	14	Low average	7:6	2.1	488
Orthographic Fluency	25 ²	85	76 - 94	16	Low average	8:2	3.0	495

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

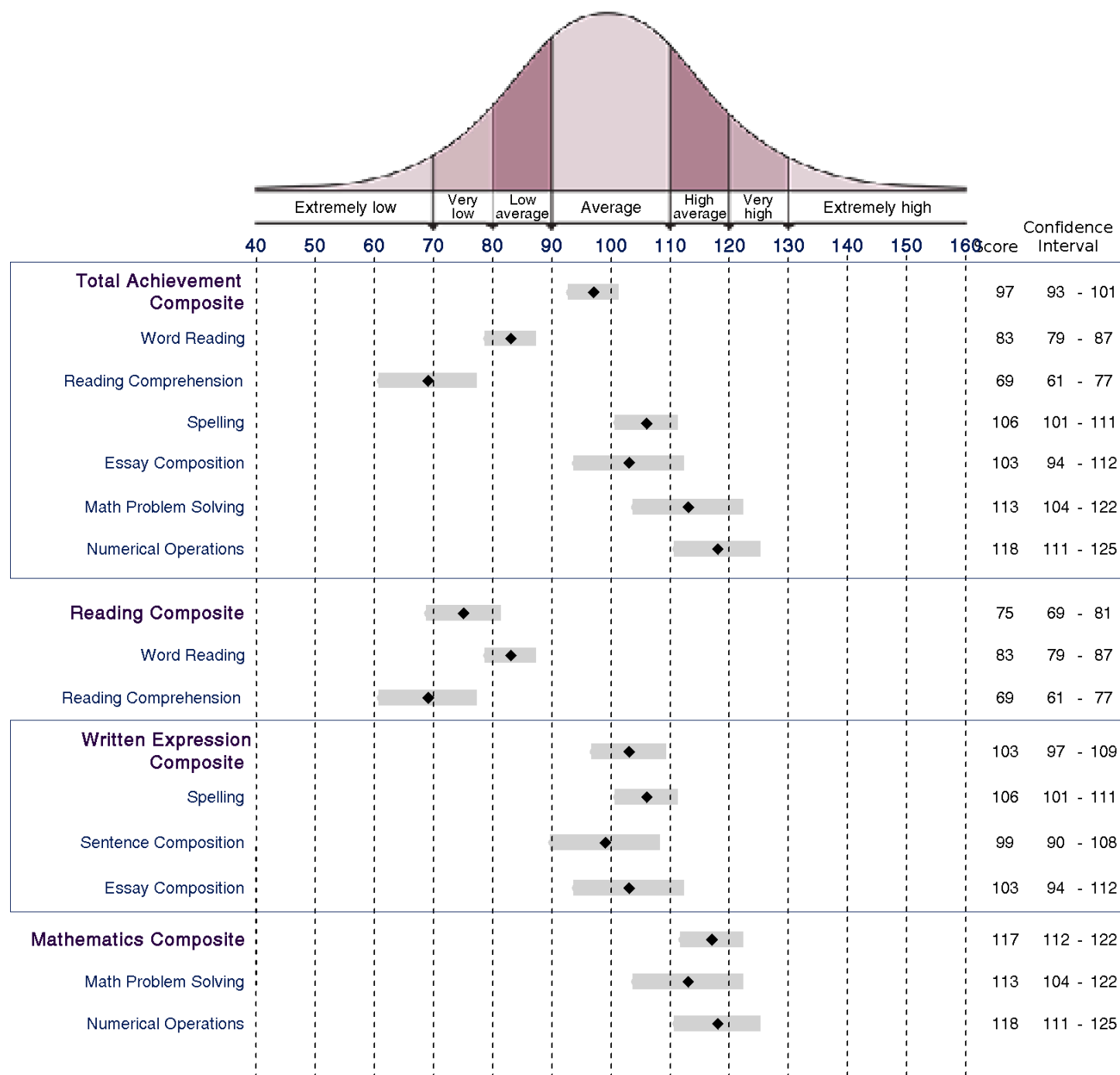
¹ For composites, Raw score refers to Sum of Subtest Standard Scores.

² Indicates a raw score that is converted to a weighted raw score (not shown).

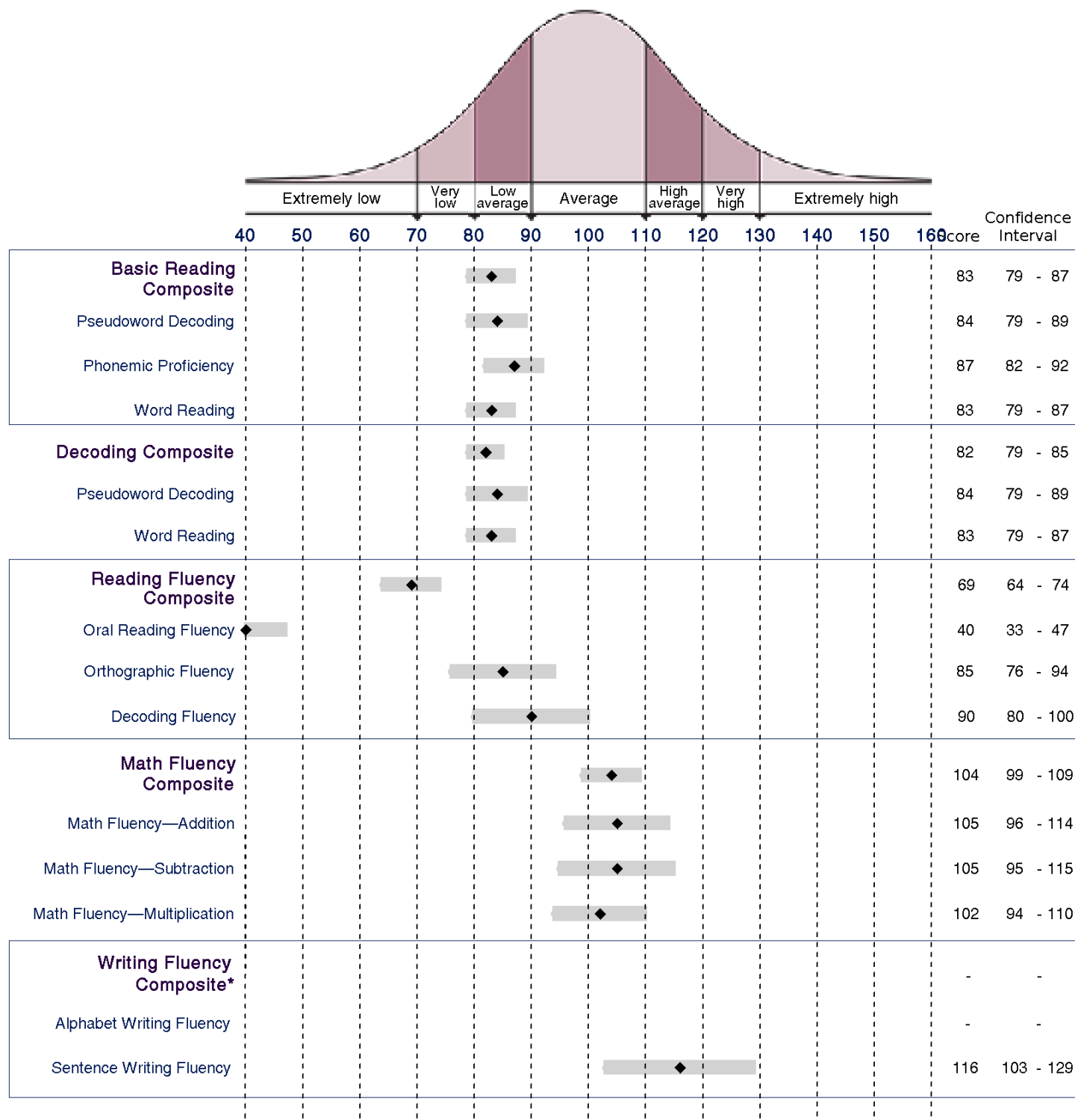
³ Indicates that a raw score is based on a below-grade-level item set.

⁴ This composite is not applicable to the examinee's grade/age level.

Core Composite Score Summary Profile

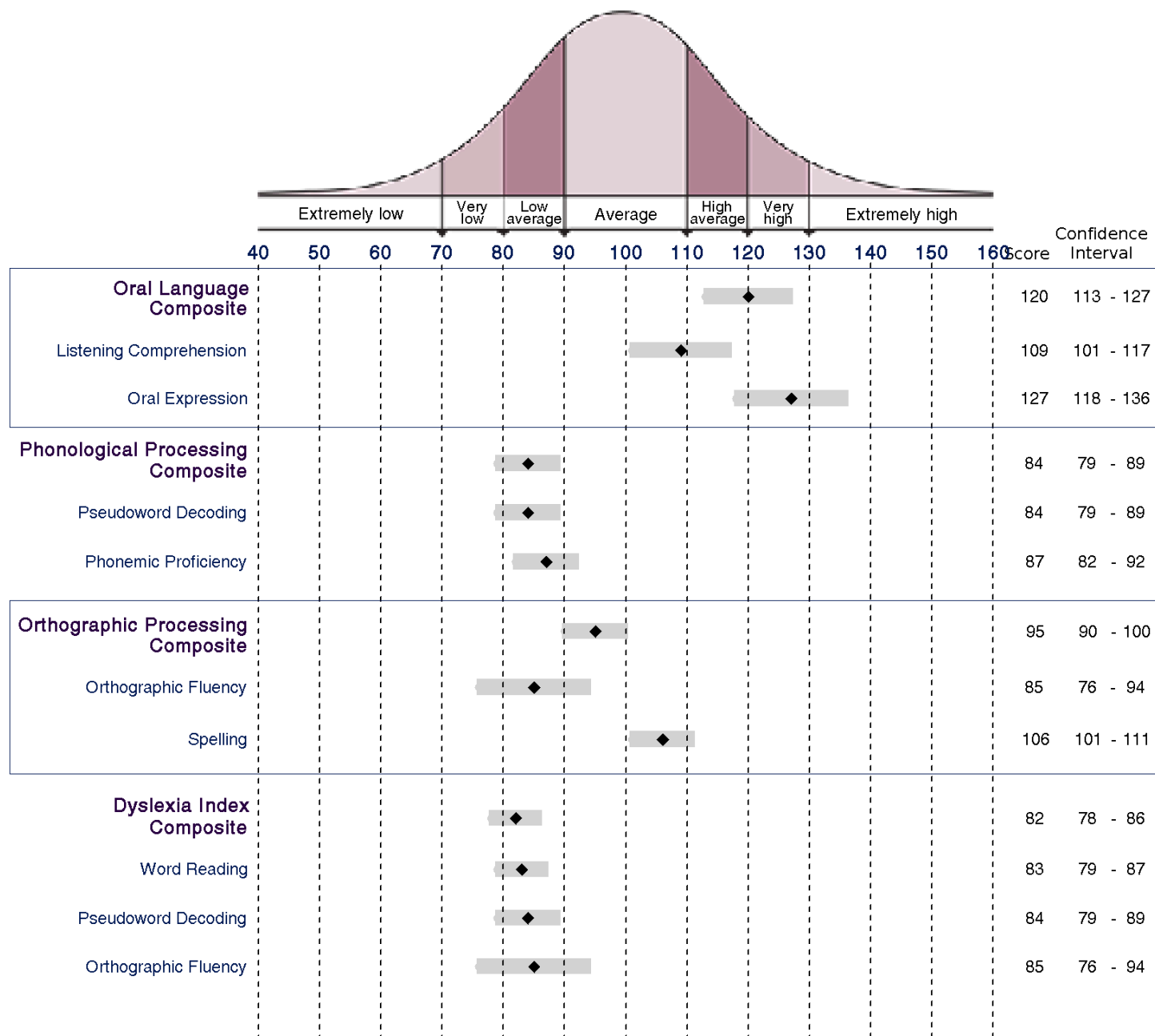


Supplemental Composite Score Summary Profile



*This composite is not applicable to the examinee's grade/age level.

Supplemental Composite Score Summary Profile (Continued)



Base Rates

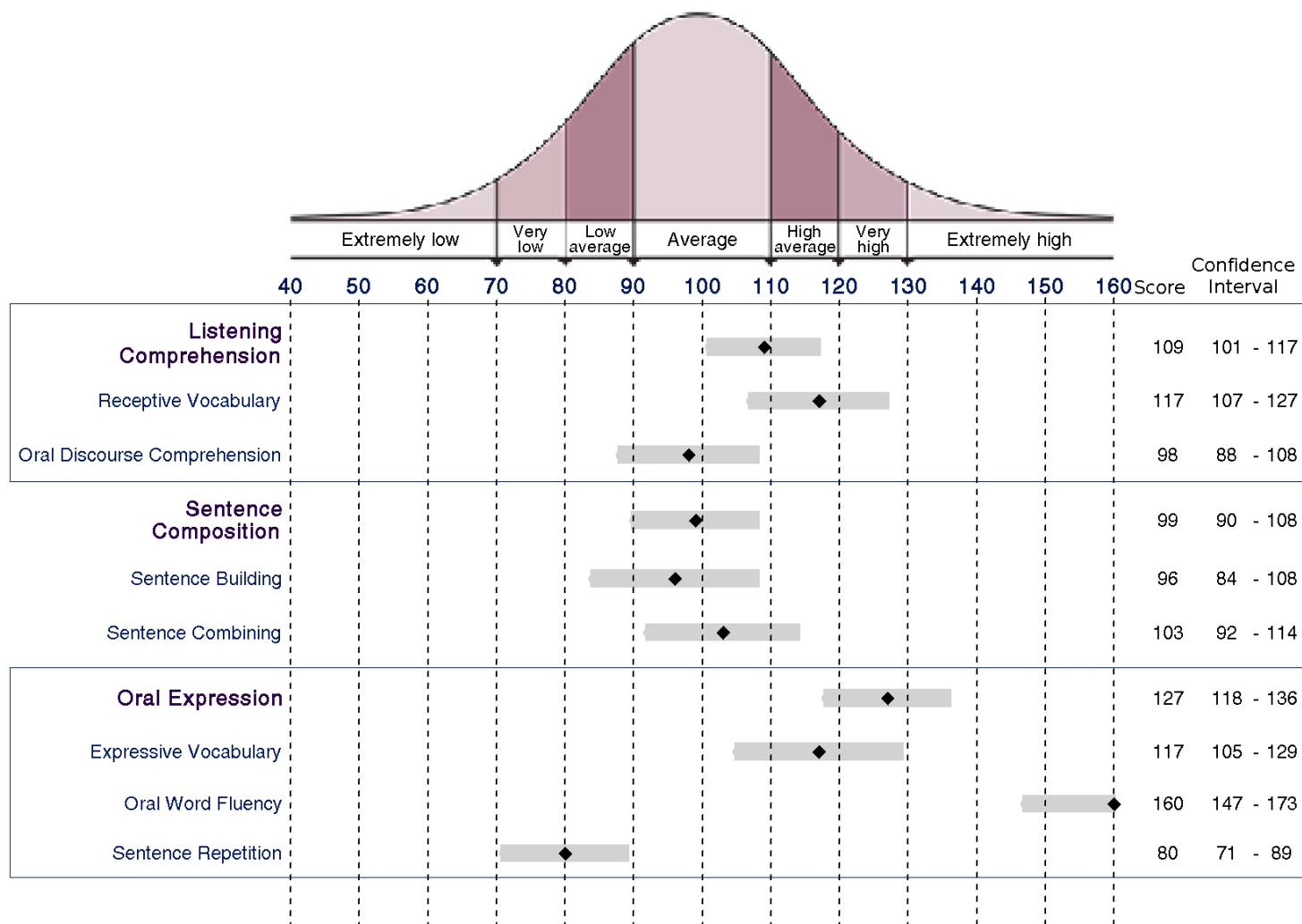
Oral Reading Accuracy	The number of errors made by the examinee on the Oral Reading Fluency passages was unusually high compared to individuals in the normative sample who took the same item set: $\leq 5\%$ of the sample had the same number of errors or more, and at least 95% of the sample made fewer errors.
Oral Reading Rate	The examinee's reading rate on the Oral Reading Fluency passages was unusually slow compared to individuals in the normative sample who took the same item set: $\leq 2\%$ of the sample had the same or slower reading rate, and at least 98% of the sample had a faster reading rate.

Subtest Component Score Summary

Subtest/Component	Raw score ¹	Standard score	90% Confidence interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Listening Comprehension	215	109	101 - 117	73	Average	12:5	6.8	-
Receptive Vocabulary	15	117	107 - 127	87	High average	15:0	9.4	522
Oral Discourse Comprehension	15	98	88 - 108	45	Average	9:10	4.2	504
Sentence Composition	199	99	90 - 108	47	Average	9:10	4.5	-
Sentence Building	26	96	84 - 108	39	Average	8:10	3.7	500
Sentence Combining	23	103	92 - 114	58	Average	10:10	5.3	505
Oral Expression	357	127	118 - 136	96	Very high	13:3	7.3	-
Expressive Vocabulary	12	117	105 - 129	87	High average	13:3	8.1	522
Oral Word Fluency	130	160	147 - 173	>99.9	Extremely high	>19:11	>12.9	717
Sentence Repetition	12	80	71 - 89	9	Low average	6:6	1.0	486

¹ Subtest raw score refers to sum of subtest component scores.

Subtest Component Score Summary Profile



Total Achievement Composite Standard Score Differences

Total Achievement	Composite	Difference	Critical value (0.05)	Significant difference	Base rate
Total Achievement	Reading	22	5.54	Yes	<=2%
Total Achievement	Written Expression	-6	6.23	No	<=25%
Total Achievement	Mathematics	-20	5.64	Yes	<=2%
Total Achievement	Basic Reading	14	5.77	Yes	<=5%
Total Achievement	Decoding	15	5.38	Yes	<=5%
Total Achievement	Reading Fluency	28	7.78	Yes	<=2%
Total Achievement	Math Fluency	-7	8.05	No	>25%
Total Achievement	Oral Language	-23	9.60	Yes	<=5%
Total Achievement	Phonological Processing	13	7.10	Yes	<=10%
Total Achievement	Orthographic Processing	2	7.33	No	>25%

Notes. A negative difference indicates that the composite in the comparison has a higher score than the Total Achievement composite.

A significant difference between a composite score and the Total Achievement composite means the composite is either a personal strength (if the difference is negative) or a personal weakness (if the difference is positive).

Base rates are not reported when the difference between scores is zero.

QUALITATIVE OBSERVATIONS SUMMARY

Essay Composition: Content and Organization Qualitative Analysis

Element	Included	Not included
Introduction: Includes thesis statement	X	
Introduction: Summarizes reasons		X
Body: Includes reason 1	X	
Body: Includes reason 2		X
Body: Includes reason 3	X	
Body: Supports each reason with facts or details		X
Body: Uses transition/linking words to create cohesion (e.g., <i>because</i> , <i>for example</i>)		X
Conclusion: Restates thesis statement		X
Conclusion: Restates reasons		X
Uses paragraph structure	X	

ERROR ANALYSIS GOAL STATEMENTS

Oral Reading Fluency

Oral Reading Fluency

Annual Goal

- The student will read aloud a/an (*circle*: expository, narrative) passage at a ____ reading level at ____ correct words per minute with no more than ____ errors.

Short-Term Objectives

- Given ____ phrase cards (cards with short phrases printed on them) that the teacher holds and flips through as the student reads aloud, providing immediate feedback when a reading error occurs, the student will correctly read the phrase on each card aloud, and will reduce the time it takes to read the phrase cards correctly from ____ to ____ seconds.

Phrase examples: under the car; over the house; into the room; next to the dog; across the river

Note: Phrases may begin with prepositional phrases and gradually expand to include participial, gerund, and infinitive phrases.

- The student will silently read ____ short declarative sentences containing true and false statements, and circle T or F to indicate true or false after each statement with no more than ____ errors and reduce the time it takes to complete the task from ____ to ____ seconds.

Sentence examples: A bird has wings. Snow is hot. Blue is a color. Ducks have four legs.

- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage aloud several times (repeated reading), receiving feedback from the teacher as needed to indicate when a reading error occurs, and will read at least ____ correct words per minute.

Note: Feedback from the teacher to indicate when a reading error occurs may be verbal (e.g., "oops") or nonverbal (e.g., tap a pencil).

End of Report