**Rivier University**

**Department of Education**

**Certification Program for Specialist in Assessment of Intellectual Functioning**

**Publishers' Classification Schemes for Test Scores**

There is no known way to present test results without confusing someone.  Even if you gave only a WISC-V and used only David Wechsler's venerable classification scheme (with "Extremely Low" now substituted for "Intellectually Deficient" [WISC-III], "Mentally Deficient" [WISC-R] and "Mental Defective" [WISC]; "Low" for "Low Average" or "Dull Normal"; "Very Low" and "Very High" substituted for "Borderline" and "Superior"; and "Extremely High" for "Very Superior") **there is no classification scheme given in the Wechsler manuals for scaled scores**.  If "Average" is the asymmetrical 90 – 109, then a scaled score of 12, which is statistically equivalent to a standard score of 110, would presumably be "High Average," even though 8 (equivalent to 90) would be "Average."

If we, as careful and thorough evaluators, use more than one test, we are doomed to a Tower of Babel.  Even sticking loyally to the Wechsler name, we discover that the WIAT-III classifications don't look anything like the WISC-V classifications.  "Your child's WISC-V FSIQ is Low Average (89, percentile rank 23) and her WIAT-III achievement is Average (85, percentile rank 16), so she is overachieving.  Everything is just ducky.  Next case, please."

Here is Gale Roid's comment on the arbitrariness of classification schemes.

It is customary to break down the continuum of IQ test scores into categories. . . . other reasonable systems for dividing scores into qualitative levels do exist, and the choice of the dividing points between different categories is fairly arbitrary. It is also unreasonable to place too much importance on the particular label (e.g., "borderline impaired") used by different tests that measure the same construct (intelligence, verbal ability, and so on). [Roid, G. H. (2003). *Stanford-Binet intelligence scales* (5th ed.): *Examiner's manual*. Itasca, IL: Riverside, p. 150.]

The WISC-V *Technical and Interpretive Manual* states, "*Qualitative descriptors are only suggestions and are not evidence-based; alternate terms may be used as appropriate*"[emphasis in original]. [Wechsler, D. (WISC-V Research Directors, S. E. Raiford & J. A. Holdnack) (2014). *Wechsler intelligence scale for children* (5th ed.): *Technical and interpretive manual.* Bloomington, MN: Pearson, p. 152.]

Attached to this note should be several tables of various explanations of test scores.

My personal lifelong beliefs (as of this afternoon) are below.

Plan A: Use each publisher's current arbitrary set of test descriptors and append to the report something that accomplishes the purpose of the table on pages 4 and 5 of the attachment (with irrelevant descriptions and rows deleted, of course).  You will have to explain – probably more than once – in the report that the name numerical score has different names on different tests.

Plan B: Pick one classification scheme and use it for all scores.  I often use stanines ("Top Ten Reasons" attached near the very end of this paper) because they are quick and easy to explain, they subdivide the broad, average range into what strike me as more realistic strata (especially for achievement testing), and they handle scaled scores and T scores pretty well.  You might pick another classification scheme that appeals to you, or you might even make up your own words and score ranges (e.g., Wicked Low, Kinda Low, Almost Average, Average Average, A Whisker Better than Average, Kinda High, Wicked High) or use the attached "Average Range Scores Parody"  (no, don't!). If you do that, I think you need to append something that accomplishes for your choice of classifications the same purpose accomplished for stanines by the table on p. 3 or the one on p. 4 of my attachment, and you will need to keep reminding readers, as I do on p. 15, that you are translating all score classifications into your chosen system (shown on page *x*) and that they can find the publisher's classification schemes on page *y*.  That requires two appendix pages, *x* and *y*.

Plan C: Use only standard scores or only percentile ranks (with several explanations of what the statistic means) and no verbal classification labels at all.

Plan D: Some better idea.

Some writers give up on verbal labels altogether and use percentile ranks. They usually spell out "percentile rank" and define it the first two or three times they report one and at least one more time at some random point later in the report.

Mordred's score for Reading Comprehension was in the lowest 3 percent of scores for children his age (percentile rank 3). In sharp contrast, his score for Listening Comprehension was percentile rank 58 (as high as or higher than 58 percent of scores for children his age and lower than the remaining 42 percent).

Having done that, I feel fairly safe just writing "percentile rank" for a while until I suspect my reader's memory span has been exceeded and I elect to toss in another verbal explanation of percentile ranks. Scaled scores, standard scores, T scores, z scores, SAS scores, and BOT scores appear only in tables, and words such as "Wicked Below Average" and "Awesomely High" do not appear anywhere except in direct quotations from other evaluators when I was not able to make the quotation work without including those words.

I often use one of the attached "handout" pages (pp. 19 – 21 in landscape orientation and color) to explain test scores at the beginning of an evaluation team meeting. I can even leave the handout on the table and point to locations on the curve to show people that the OT's z score of -0.4 and the PT's Bruininks-Oseretsky score of 13 are the same as the School Psychologist's standard score of 94 and (approximately) scaled score of 9 and T score of 46 and my stanine of 4.

The important thing, in my alleged mind, is to be a clear as possible about whatever you have done.  The good news is that, whatever you do, many readers will be confused, several will be annoyed, and a few will be enraged.

John O. Willis 3/2/15

Don’t write merely to be understood. Write so that you cannot possibly be misunderstood.

– Robert Louis Stevenson

**Small Stanine and Standard Score Sheets**

Adapted from Willis, J. O. & Dumont, R. P., *Guide to Identification of Learning Disabilities* (3rd ed.)(Peterborough, NH: Authors, 2002, pp. 39-40) (also available at <http://www.myschoolpsychology.com/testing-information/sample-explanations-of-classification-labels/>) and from:

Eichner, H. J. (1985). *WISCR/PRT*. Milford, NH: Regional Special Education Consortium.

**Save, Copy, Edit, and Use as You See Fit**

**Page Description**

4. Table to use if you translate everything into stanines and all you began with were standard scores ("quotients" for some Pro-Ed tests) and scaled scores ("standard scores" for some Pro-Ed tests). You will also need to append a second Table showing all of the original scoring classification systems used by the various publishers of the tests you used. I strongly recommend that you either use stanines for everything (with frequent reminders in both text and tables that you are doing so) or else not use stanines at all for anything. If you do not use stanines, forget this table.

5. Table to use if you translate everything into stanines and all you began with were standard scores ("quotients" for Pro-Ed tests), scaled scores ("standard scores" for Pro-Ed tests), and T-scores. You will also need to append a second Table showing all of the original scoring classification systems used by the various publishers of the tests you used. I strongly recommend that you either use stanines for everything (with frequent reminders in both text and tables that you are doing so) or else not use stanines at all for anything. If you do not use stanines, forget this table.

6. This is the semi-universal Table. If you decide to pick one system (stanines, Wechsler, RIAS, Woodcock, etc.) and translate all scores in the report into that one system, you will need two pages. The first page will be the explanation of the one system you chose to use. The second one would be this Table to show the various publishers' classification systems. **Delete the text and rows for tests and scores you did not use**. Again, you must frequently remind the reader of what you have done.

If you decide to stick with all the different classification schemes for the various tests you used, then this is the only table you need. **Just delete the text and rows for tests and scores you did not use**. You may need to warn the reader that the same score (e.g., 110) may fall into different classifications in different systems (e.g., Wechsler vs. Woodcock) and that the same classification may have different names (e.g., Low Average vs. Below Average for 80 – 89).

8. This is the Woodcock-Johnson scoring system. If all your tests use this system, this is all you need. If you use other tests, but translate them all into Woodcock-Johnson classifications, you would need this Table plus the Table on p. 4 (the semi-universal Table).

9. This is also the Woodcock-Johnson with stanines.

10. This is the Wechsler scoring system. If all your tests use this system, this is all you need. If you use other tests, but translate them all into Wechsler classifications, you would need this Table plus relevant text and table lines from the Table on pp. 4 & 5 (the semi-universal Table). Delete any descriptions and rows you don't need (e.g., quartiles).

11. This table includes DAS-II, KTEA-3, and WIAT-III classifications. If you use just one of the achievement tests, delete the other.

12. This table has the KTEA-3 and KABC-II classifications

13. This table includes Normal Curve Equivalents with stanines just in case you might need to use them.

14. This table includes Normal Curve Equivalents with everything else just in case you might need them.

15. Age- and grade-equivalent scores.

16. Explanations that might be used in reports. The reader must understand what we are reporting!

**SCORES USED WITH THE TESTS**

[These are not the student’s own scores, just the scoring systems for the tests.]

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends.

Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3 feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 63 would be high average – as high as or higher than 63% and lower than the other 37% of the norming sample. It would be in Stanine 6. The middle half of scores falls between percentile ranks of 25 and 75.

**STANDARD SCORES** (called "quotients" on Pro-Ed tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 105 would also be at the 63rd percentile rank. Similarly, it would be in Stanine 6. The middle half of these standard scores falls between 90 and 110.

**SCALED SCORES** (called "standard scores" on Pro-Ed tests) are standard scores with an average (*mean)* of 10 and a *standard deviation* of 3. A scaled score of 11 would also be at the 63rd percentile rank and in Stanine 6. The middle half of these standard scores falls between 8 and 12.

**STANINES** (standard nines) are a nine-point scoring system. Stanines 4, 5, and 6 are approximately the middle half of scores, or average range. Stanines 1, 2, and 3 are approximately the lowest one fourth. Stanines 7, 8, and 9 are approximately the highest one fourth. Throughout this report, for all of the tests, I am using the stanine labels shown below (Very Low, Low, Below Average, Low Average, Average, High Average, Above Average, High, and Very High), even if the particular test may have a different labeling system in its manual.

|  |  |  |  |  |  |  |  |  |  |
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|  | There are | 200 **&**s, so |  |  | **&&&&&** |  |  |  |  |
|  | Each **&&** | = 1 % |  | **&&&&&&** | **&&&&&&&** | **&&&&&&** |  |  |  |
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| **Stanine** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  | **Very** |  | **Below** | **Low** |  | **High** | **Above** |  | **Very** |
|  | **Low** | **Low** | **Average** | **Average** | **Average** | **Average** | **Average** | **High** | **High** |
|  | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Percentile | 1 - 4 | 4 – 11 | 11 - 23 | 23 - 40 | 40 – 60 | 60 - 77 | 77 - 89 | 89 – 96 | 96 -99 |
| Standard Score | - 73 | 74 – 81 | 82 - 88 | 89 - 96 | 97 – 103 | 104 - 111 | 112- 118 | 119 - 126 | 127 - |
| Scaled Score | 1 - 4 | 5 6 | 7 | 8 9 | 10 | 11 12 | 13 | 14 15 | 16 - 19 |

Adapted from Willis, J. O. & Dumont, R. P., *Guide to Identification of Learning Disabilities* (3rd ed.)(Peterborough, NH: Authors, 2002, pp. 39-40). Also available at <http://www.myschoolpsychology.com/testing-information/sample-explanations-of-classification-labels/>

**SCORES USED WITH THE TESTS**

[These are not the student’s own scores, just the scoring systems for the tests.]

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends.

Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3 feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 63 would be high average – as high as or higher than 63% and lower than the other 37% of the norming sample. It would be in Stanine 6. The middle half of scores falls between percentile ranks of 25 and 75.

**STANDARD SCORES** (called "quotients" on Pro-Ed tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 105 would also be at the 63rd percentile rank. Similarly, it would be in Stanine 6. The middle half of these standard scores falls between 90 and 110.

**SCALED SCORES** (called "standard scores" on Pro-Ed tests) are standard scores with an average (*mean)* of 10 and a *standard deviation* of 3. A scaled score of 11 would also be at the 63rd percentile rank and in Stanine 6. The middle half of these standard scores falls between 8 and 12.

**T-SCORES** have an average (*mean)* of 50 and a *standard deviation* of 10. A T-score of 53 would be at the 62nd percentile rank, Stanine 6. The middle half of T-scores falls between approximately 43 and 57.

**STANINES** (standard nines) are a nine-point scoring system. Stanines 4, 5, and 6 are approximately the middle half of scores, or average range. Stanines 1, 2, and 3 are approximately the lowest one fourth. Stanines 7, 8, and 9 are approximately the highest one fourth. Throughout this report, for all of the tests, I am using the stanine labels shown below (Very Low, Low, Below Average, Low Average, Average, High Average, Above Average, High, and Very High), even if the particular test may have a different labeling system in its manual.

|  |  |  |  |  |  |  |  |  |  |
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|  | There are | 200 **&**s, so |  |  | **&&&&&** |  |  |  |  |
|  | Each **&&** | = 1 % |  | **&&&&&&** | **&&&&&&&** | **&&&&&&** |  |  |  |
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| **Stanine** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  | **Very** |  | **Below** | **Low** |  | **High** | **Above** |  | **Very** |
|  | **Low** | **Low** | **Average** | **Average** | **Average** | **Average** | **Average** | **High** | **High** |
|  | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Percentile | 1 - 4 | 4 – 11 | 11 - 23 | 23 - 40 | 40 – 60 | 60 - 77 | 77 - 89 | 89 – 96 | 96 -99 |
| Standard Score | - 73 | 74 – 81 | 82 - 88 | 89 - 96 | 97 – 103 | 104 - 111 | 112- 118 | 119 - 126 | 127 – |
| Scaled Score | 1 - 4 | 5 6 | 7 | 8 9 | 10 | 11 12 | 13 | 14 15 | 16 - 19 |
| T-Score | - 32 | 33 – 37 | 38 - 42 | 43 – 47 | 48 – 52 | 53 - 57 | 58 - 62 | 63 -67 | 68 - |

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**SCORES USED WITH THE TESTS IN THIS REPORT**

[These are not the student’s own scores, just the scoring systems for the tests.]

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends. Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3, feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be Average – as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.

**STANDARD SCORES** ("quotients" on some tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

**SCALED SCORES** ("standard scores on some tests) are standard scores with an average (*mean)* of 10 and a *standard deviation* of 3. A scaled score of 10 would also be at the 50th percentile rank. The middle half of these standard scores falls between 8 and 12.

*V-***SCALE SCORES** have a *mean* of 15 and *standard deviation* of 3. A *v-*scale score of 16 would also be at the 63rd percentile rank and in Stanine 6. The middle half of *v-*scale scores falls between 13 and 17.

**Z-SCORES** simply show the number of standard deviation units by which a score differs from the mean. Therefore, z-scores have a mean of 0 and standard deviation of 1. These z-scores are the basis for all other standard scores.

**T SCORES** have an average (*mean)* of 50 and a *standard deviation* of 10. A T score of 50 would be at the 50th percentile rank. The middle half of T scores falls between approximately 43 and 57.

**BRUININKS-OSERETSKY SCORES** have a *mean* of 15 and *standard deviation* of 5, so a Bruininks-Oseretsky score of 15 would be at the 50th percentile rank. The middle half of Bruininks-Oseretsky scores falls very approximately between 12 and 18.

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|  | There are | | 200 **&**s. | |  | | **&&&&&& &&&&&&** | |  | |  | |  |
|  | Each **&&** | | = 1%. | |  | | **&&&&&& &&&&&&** | |  | |  | |  |
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| Percent in each | | 2.2% | | 6.7% | | 16.1% | | 50% | | 16.1% | | 6.7% | | 2.2% |
| Standard Scores | | – 69 | | 70 – 79 | | 80 – 89 | | 90 – 109 | | 110 – 119 | | 120 – 129 | | 130 – |
| Scaled Scores | | 1 2 3 | 4 5 | | 6 7 | | 8 9 10 11 | | 12 13 | | 14 15 | | 16 17 18 19 | |
| *V-*Scale Scores | | 1 – 8 | 9 10 | | 11 12 | | 13 14 15 16 | | 17 18 | | 19 20 | | 21 – 24 | |
| T Scores | | – 29 | | 30 – 36 | | 37 – 42 | | 43 – 56 | | 57 – 62 | | 63 – 69 | | 70 – |
| z-scores | | < –2.00 | | –2.00 – –1.34 | | –1.33 – –0.68 | | –0.67 – 0.66 | | 0.67 – 1.32 | | 1.33 – 1.99 | | 2.00 – |
| Bruininks-Oseretsky | | 0 1 2 3 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 | | | | | | | | | | | | |
| Percentile Ranks | | – 02 | | 03 – 08 | | 09 – 24 | | 25 – 74 | | 75 – 90 | | 91 – 97 | | 98 – |

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| Wechsler  Classification | Extremely Low | | Borderline | | | Low  Average | | | | | Average | | | High  Average | | | | | | Superior | | | | Very  Superior | | | |
| WISC-V Classification | Extremely Low | | Very Low | | | Low Average | | | | | Average | | | High  Average | | | | | | Very  High | | | | Extremely High | | | |
| KTEA-3 10-pt. Classification | Very Low  – 69 | | Low  70 – 79 | | | Below Average | | | | | Average  (90 – 109) | | | Above Average | | | | | | High  120 – 129 | | | | Very High  130 – | | | |
| DAS  Classification | Very  Low | | Low | | | Below  Average | | | | | Average | | | Above  Average | | | | | | High | | | | Very  High | | | |
| RIAS  Classification | Significantly Below Av. | | Moderately Below Av. | | | Below  Average | | | | | Average | | | Above  Average | | | | | | Moderately Above Av. | | | | Significantly Above Av. | | | |
| WRAT4 Classification | Lower Extreme | | Low | | | Below Average | | | | | Average | | | Above Average | | | | | | Superior | | | | Upper Extreme | | | |
| Stanford-Binet Classification | Moder-ately Impaired  40-54 | Mildly Impaired  55-69 | Borderline | | | Low  Average | | | | | Average | | | High Average | | | | | | Superior | | | | Gifted  130-144 | | Very Gifted 145-160 | |
| Leiter Classification | Mod-erate  Delay  40-54 | Very Low/ Mild Delay  55-69 | Low | | | Below  Average | | | | | Average | | | Above Average | | | | | | High | | | | Very High/  Gifted | | | |
| Severe Delay =  30 – 39 |
| Woodcock-Johnson Classif. | Very  Low | | Low | | | Low  Average | | | | | Average  (90 – 110) | | | | High Average  (111 – 120) | | | | | | Superior  (121 – 130) | | | | Very Superior  (131 – ) | | |
| Pro-Ed  Classification | Very  Poor | | Poor | | | Below  Average | | | | | Average | | | | Above Average | | | | | | Superior | | | | Very Superior | | |
| KTEA II Classification | Lower Extreme | | Below Average 70 – 84 | | | | | Average  85 – 115 | | | | | | | | | | Above Average  116 – 130 | | | | | | | Upper Extreme | | |
| WIAT-III Classification | Very Low – 55 | Low 55 – 69 | Below Average 70 – 84 | | | | | Average  85 – 115 | | | | | | | | | | Above Average  116 – 130 | | | | | | | Superior 131-145 | | Very Superior 146 – |
| KTEA-3 15-pt.  Classification | Very Low  40-54 | Low 55-69 | Below Average 70 – 84 | | | | | Average  85 – 115 | | | | | | | | | | Above Average  116 – 130 | | | | | | | High 131-145 | | Very  High  146--160 |
| Vineland Adaptive Levels | Low  – 70 | | | Moderately Low  71 – 85 | | | | | Adequate  86 – 114 | | | | | | | | Moderately High  115 – 129 | | | | | | High  130 – | | | | |
| Stanines | Very Low  - 73 | | | | Low  74 - 81 | | Below Average 82 - 88 | | | Low Average  89 - 96 | | Average  97 - 103 | High Average  104 - 111 | | | Above Average 112 - 118 | | | High  119 - 126 | | | Very High  127 - | | | | | |

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**WOODCOCK-JOHNSON SCORING SYSTEM**

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**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be Average – as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.

**STANDARD SCORES** ("quotients" on some tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **&& &&** |  |  |  |
|  | There are | 200 **&**s. |  | **&&&&&& &&&&&&** |  |  |  |
|  | Each **&&** | = 1%. |  | **&&&&&& &&&&&&** |  |  |  |
|  |  |  | **&&** | **&&&&&& &&&&&&** | **&&** |  |  |
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|  | |  |  |  |  |  |  |  |
| Percent in each | | 2.2% | 6.7% | 16.1% | 50% | 16.1% | 6.7% | 2.2% |
| Standard Scores | | – 69 | 70 – 79 | 80 – 89 | 90 – 110 | 111 – 120 | 121 – 130 | 131 – |
| Percentile Ranks | | – 02 | 03 – 08 | 09 – 24 | 25 – 75 | 77 – 91 | 92 – 98 | 98 – |
| Woodcock-Johnson Classif. | | Very  Low | Low | Low  Average | Average | High Average | Superior | Very Superior |

Adapted from Willis, J. O. & Dumont, R. P., *Guide to Identification of Learning Disabilities* (3rd ed.)(Peterborough, NH: Authors, 2002, pp. 39-40). Also available at <http://www.myschoolpsychology.com/testing-information/sample-explanations-of-classification-labels/>

**RELATIVE PROFICIENCY INDEXES (RPI)** show the examinee's level of proficiency (accuracy, speed, or whatever is measured by the test) at the level at which peers are 90% proficient. An RPI of 90/90 would mean that, at the difficulty level at which peers were 90% proficient, the examinee was also 90% proficient. An RPI of 95/90 would indicate that the examinee was 95% proficient at the same level at which peers were only 90% proficient. An RPI of 75/90 would mean that the examinee was only 75% proficient at the same difficulty level at which peers were 90% proficient.

**RPI Skill with Age- or Grade-Level Tasks Age- or Grade-Level Tasks will be:**

98/90 to 100/90 Advanced Very Easy

96/90 to 97/90 Grade Appropriate to Advanced Easy

82/90 to 95/90 Grade Appropriate Manageable

68/90 to 81/90 Limited to Grade Appropriate Difficult

34/90 to 67/90 Limited Very Difficult

19/90 to 33/90 Limited to Very Limited Very Difficult to Extremely Difficult

5/90 to 18/90 Very Limited Extremely Difficult

0/90 to 4/90 Very Limited to Negligible Extremely Difficult to Impossible

**WOODCOCK-JOHNSON SCORING SYSTEM**

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends. Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3 feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 63 would be high average – as high as or higher than 63% and lower than the other 37% of the norming sample. It would be in Stanine 6. The middle half of scores falls between percentile ranks of 25 and 75.

**STANDARD SCORES** have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 105 would also be at the 63rd percentile rank. Similarly, it would be in Stanine 6. The middle half of these standard scores falls between 90 and 110.

**STANINES** (standard nines) are a nine-point scoring system. Stanines 4, 5, and 6 are approximately the middle half of scores, or average range. Stanines 1, 2, and 3 are approximately the lowest one fourth. Stanines 7, 8, and 9 are approximately the highest one fourth. Throughout this report, for all of the tests, I am using the stanine labels shown below (Very Low, Low, Below Average, Low Average, Average, High Average, Above Average, High, and Very High), even if the particular test may have a different labeling system in its manual.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | There are | 200 **&**s, so |  |  | **&&&&&** |  |  |  |  |
|  | Each **&&** | = 1 % |  | **&&&&&&** | **&&&&&&&** | **&&&&&&** |  |  |  |
|  |  |  | **&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&** |  |  |
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|  |  |  |  |  |  |  |  |  |  |
| **Stanine** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  | **Very** |  | **Below** | **Low** |  | **High** | **Above** |  | Very |
|  | **Low** | **Low** | **Average** | **Average** | **Average** | **Average** | **Average** | **High** | **High** |
|  | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Percentile | 1 – 4 | 4 – 11 | 11 – 23 | 23 – 40 | 40 – 60 | 60 – 77 | 77 - 89 | 89 - 96 | 96 -99 |
| Standard Score | - 73 | 74 – 81 | 82 – 88 | 89 – 96 | 97 – 103 | 104 – 111 | 112- 118 | 119 - 126 | 127 - |

Adapted from Willis, J. O. & Dumont, R. P., *Guide to Identification of Learning Disabilities* (3rd ed.)(Peterborough, NH: Authors, 2002, pp. 39-40). Also available at <http://www.myschoolpsychology.com/testing-information/sample-explanations-of-classification-labels/>

**RELATIVE PROFICIENCY INDEXES (RPI)** show the examinee's level of proficiency (accuracy, speed, or whatever is measured by the test) at the level at which peers are 90% proficient. An RPI of 90/90 would mean that, at the difficulty level at which peers were 90% proficient, the examinee was also 90% proficient. An RPI of 95/90 would indicate that the examinee was 95% proficient at the same level at which peers were only 90% proficient. An RPI of 75/90 would mean that the examinee was only 75% proficient at the same difficulty level at which peers were 90% proficient.

**RPI Skill with Age- or Grade-Level Tasks Age- or Grade-Level Tasks will be:**

98/90 to 100/90 Advanced Very Easy

96/90 to 97/90 Grade Appropriate to Advanced Easy

82/90 to 95/90 Grade Appropriate Manageable

68/90 to 81/90 Limited to Grade Appropriate Difficult

34/90 to 67/90 Limited Very Difficult

19/90 to 33/90 Limited to Very Limited Very Difficult to Extremely Difficult

5/90 to 18/90 Very Limited Extremely Difficult

0/90 to 4/90 Very Limited to Negligible Extremely Difficult to Impossible

**PUBLISHER'S SCORING SYSTEM FOR THE WECHSLER SCALES**

[These are not the student’s own scores, just the scoring systems for the tests.]

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends.

Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3 feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be Average – as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.

**STANDARD SCORES** (called "quotients" on Pro-Ed tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

**SCALED SCORES** (called "standard scores" by Pro-Ed) are standard scores with an average (*mean)* of 10 and a *standard deviation* of 3. A scaled score of 10 would also be at the 50th percentile rank. The middle half of these standard scores falls between 8 and 12.

**QUARTILES** ordinarily divide scores into the lowest, next highest, next highest, and highest quarters (25%) of scores. However, they are sometimes modified as shown below.

**DECILES** divide scores into ten groups, each containing 10% of the scores.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | | |  | | |  | | | | **&& &&** | | | | | | |  | | | | |  | |  | | |
|  | There are | | | 200 **&**s. | | |  | | | | **&&&&&& &&&&&&** | | | | | | |  | | | | |  | |  | | |
|  | Each **&&** | | | = 1%. | | |  | | | | **&&&&&& &&&&&&** | | | | | | |  | | | | |  | |  | | |
|  |  | | |  | | | **&&** | | | | **&&&&&& &&&&&&** | | | | | | | **&&** | | | | |  | |  | | |
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|  |  | | |  | | |  | | | |  | | | | | | |  | | | | |  | |  | | |
| Percent in each | 2% | | | 7% | | | 16% | | | | 50% | | | | | | | 16% | | | | | 7% | | 2% | | |
| Standard Scores | - 69 | | | 70 – 79 | | | 80 - 89 | | | | 90 – 109 | | | | | | | 110 – 119 | | | | | 120 - 129 | | 130 - | | |
| Scaled Scores | 1 2 3 | | 4 5 | | | 6 7 | | | | 8 9 10 11 | | | | | | | 12 13 | | | | 14 15 | | | 16 17 18 19 | | | |
| Percentile Ranks | - 02 | | | 03 – 08 | | | 09 - 24 | | | | 25 – 74 | | | | | | | 75 – 90 | | | | | 91 - 97 | | 98 - | | |
| Quartiles | 1  Lowest 25% | | | | | | | | | | 2  Next 25% | | | 3  Next 25% | | | | 4  Highest 25% | | | | | | | | | |
| Modified Quartiles | 0  Lowest 5% | | | | 1  Next 20% | | | | | | 2  Next 25% | | | 3  Next 25% | | | | 4  Highest 25% | | | | | | | | | |
| Modified Quartile-Based Scores | 0  Lowest 25% | | | | | | | | | | 1  Next 25% | | | 2  Next 25% | | | | 3 Highest 25%  with 1 or more errors | | | | | | | 4  zero errors | | |
| Deciles | 10 | | | | | | | 20 | | 30 | | 40 | 50 | 60 | 70 | 80 | | | 90 | | | 100 | | | | | |
| Wechsler IQ  Classification | Extremely Low | | | Borderline | | | Low  Average | | | | Average | | | | | | | High  Average | | | | | Superior | | Very  Superior | | |
| WISC-V Classification | Extremely Low | | | Very Low | | | Low Average | | | | Average | | | | | | | High  Average | | | | | Very  High | | Extremely High | | |
| WIAT-III  Classifications | Very Low – 55 | Low  55 – 69 | | Below  Average  70 – 84 | | | | | Average  85 – 115 | | | | | | | | | | | Above  Average  116 – 130 | | | | | | Super-ior  131-145 | Very Super-ior 146 – |

**PUBLISHER'S SCORING SYSTEM FOR THE DAS-II, KTEA-3, AND WIAT-III**

[These are not the student’s own scores, just the scoring systems for the tests.]

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends.

Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3 feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be Average – as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.

**STANDARD SCORES** (called "quotients" on Pro-Ed tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

**T SCORES** have an average (*mean)* of 50 and a *standard deviation* of 10. A T score of 50 would be at the 50th percentile rank. The middle half of T scores falls between approximately 43 and 57.

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|  | There are | | 200 **&**s. |  | | **&&&&&& &&&&&&** |  | |  |  | | |
|  | Each **&&** | | = 1%. |  | | **&&&&&& &&&&&&** |  | |  |  | | |
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|  |  | |  |  | |  |  | |  |  | | |
| Percent in each | 2% | | 7% | 16% | | 50% | 16% | | 7% | 2% | | |
| Standard Scores | – 69 | | 70 – 79 | 80 – 89 | | 90 – 109 | 110 – 119 | | 120 – 129 | 130 – | | |
| T Scores | – 29 | | 30 – 36 | 37 – 42 | | 43 – 56 | 57 – 62 | | 63 – 69 | 70 – | | |
| Percentile Ranks | – 02 | | 03 – 08 | 09 – 24 | | 25 – 74 | 75 – 90 | | 91 – 97 | 98 – | | |
| DAS-II  Classifications | Very  Low | | Low | Below  Average | | Average | Above  Average | | High | Very  High | | |
| KTEA-3 10-pt. Classification | Very Low | | Low | Below Average | | Average | Above Average | | High | Very High | | |
| WIAT-III  Classifications | Very Low – 54 | Low  55 – 69 | Below Average  70 – 84 | | Average  85 – 115 | | | Above Average  116 – 130 | | | Super-ior  131-145 | Very Super-ior  146 – |
| KTEA-3 15-pt.  Classification | Very Low  40-54 | Low 55-69 | Below Average 70 – 84 | | Average  85 – 115 | | | Above Average  116 – 130 | | | High 131-145 | Very  High  146--160 |

**PUBLISHER'S SCORING SYSTEM FOR THE KTEA-3 AND KABC-II**

[These are not the student’s own scores, just the scoring systems for the tests.]

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends.

Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3 feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be Average – as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.

**STANDARD SCORES** (called "quotients" on Pro-Ed tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  | | **There are 200 &s, so** | | **& & &** | | | |  | | |  | |
|  |  | | **each && = 1%.** | | **& & & & &** | | | |  | | |  | |
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|  |  | |  | |  | |  |  |  | | |  | |
| Percent in each | 2% | | 14% | | | 68% | | | 14% | | | 2% | |
| Standard Scores | – 69 | | 70 – 84 | | | 85 – 115 | | | 116 – 130 | | | 131 – | |
| Percentile Ranks | – 02 | | 02 – 14 | | | 16 – 84 | | | 86 – 98 | | | 98 – | |
| KTEA-3 15-pt.  Classification | Very Low  40-54 | Low 55-69 | Below Average | | | Average | | | Above Average | | | High 131-145 | Very  High  146--160 |
| KTEA-3 10-pt. Classification | Very Low  -69 | | Low  70 – 79 | Below Average  80 – 89 | | | Average  90 – 109 | Above Average  110 – 119 | | High  120 – 129 | Very High  130 – | | |

**SCORES USED WITH THE TESTS**

[These are not the student’s own scores, just the scoring systems for the tests.]

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends.

Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3 feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 63 would be high average – as high as or higher than 63% and lower than the other 37% of the norming sample. It would be in Stanine 6. The middle half of scores falls between percentile ranks of 25 and 75.

**NORMAL CURVE EQUIVALENTS (NCE)** were designed to look like percentile ranks and to match them at 1, 50, and 99, but to be equal units with an average (*mean)* of 50 and a *standard deviation* of 21.06. An NCE of 57 would also be at the 63rd percentile rank. Similarly, it would be in Stanine 6. The middle half of these standard scores falls between 36 and 64.

**STANDARD SCORES** (called "quotients" on Pro-Ed tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 105 would also be at the 63rd percentile rank. Similarly, it would be in Stanine 6. The middle half of these standard scores falls between 90 and 110.

**SCALED SCORES** (called "standard scores" on Pro-Ed tests) are standard scores with an average (*mean)* of 10 and a *standard deviation* of 3. A scaled score of 11 would also be at the 63rd percentile rank and in Stanine 6. The middle half of these standard scores falls between 8 and 12.

**T-SCORES** have an average (*mean)* of 50 and a *standard deviation* of 10. A T-score of 53 would be at the 62nd percentile rank, Stanine 6. The middle half of T-scores falls between approximately 43 and 57.

**STANINES** (standard nines) are a nine-point scoring system. Stanines 4, 5, and 6 are approximately the middle half of scores, or average range. Stanines 1, 2, and 3 are approximately the lowest one fourth. Stanines 7, 8, and 9 are approximately the highest one fourth. Throughout this report, for all of the tests, I am using the stanine labels shown below (Very Low, Low, Below Average, Low Average, Average, High Average, Above Average, High, and Very High), even if the particular test may have a different labeling system in its manual.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | There are | 200 **&**s, so |  |  | **&&&&&** |  |  |  |  |
|  | Each **&&** | = 1 % |  | **&&&&&&** | **&&&&&&&** | **&&&&&&** |  |  |  |
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| **Stanine** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|  | **Very** |  | **Below** | **Low** |  | **High** | **Above** |  | **Very** |
|  | **Low** | **Low** | **Average** | **Average** | **Average** | **Average** | **Average** | **High** | **High** |
|  | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Percentile | 1 – 4 | 4 – 11 | 11 - 23 | 23 - 40 | 40 - 60 | 60 – 77 | 77 – 89 | 89 – 96 | 96 –99 |
| NCE | – 13 | 14 – 23 | 24 – 34 | 35 – 44 | 45 – 55 | 56 – 65 | 66 – 76 | 77 – 86 | 87 – |
| Standard Score | – 73 | 74 – 81 | 82 - 88 | 89 - 96 | 97 – 103 | 104 – 111 | 112- 118 | 119 – 126 | 127 – |
| Scaled Score | 1 - 4 | 5 6 | 7 | 8 9 | 10 | 11 12 | 13 | 14 15 | 16 - 19 |
| T-Score | – 32 | 33 – 37 | 38 - 42 | 43 – 47 | 48 – 52 | 53 – 57 | 58 – 62 | 63 –67 | 68 – |

Adapted from Willis, J. O. & Dumont, R. P., *Guide to Identification of Learning Disabilities* (3rd ed.)(Peterborough, NH: Authors, 2002, pp. 39-40). Also available at <http://www.myschoolpsychology.com/testing-information/sample-explanations-of-classification-labels/>

**SCORES USED WITH THE TESTS IN THIS REPORT**

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends. Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3 feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

**PERCENTILE RANKS (PR)** simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be Average – as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.

**NORMAL CURVE EQUIVALENTS (NCE)** were designed to look like percentile ranks and to match them at 1, 50, and 99, but to be equal units with an average (*mean)* of 50 and a *standard deviation* of 21.06. An NCE of 57 would also be at the 63rd percentile rank. Similarly, it would be in Stanine 6. The middle half of these standard scores falls between 36 and 64.

**STANDARD SCORES** (called "quotients" on Pro-Ed tests) have an average (*mean)* of 100 and a *standard deviation* of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

**SCALED SCORES** (called "standard scores" by Pro-Ed) are standard scores with an average (*mean)* of 10 and a *standard deviation* of 3. A scaled score of 10 would also be at the 50th percentile rank. The middle half of these standard scores falls between 8 and 12.

**T-SCORES** have an average (*mean)* of 50 and a *standard deviation* of 10. A T-score of 50 would be at the 50th percentile rank. The middle half of T-scores falls between approximately 43 and 57.

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| Percent in each | 2% | | | 7% | | 16% | | 50% | | 16% | | | 7% | | | 2% | | |
| Standard Scores | - 69 | | | 70 – 79 | | 80 - 89 | | 90 – 109 | | 110 – 119 | | | 120 – 129 | | | 130 - | | |
| Scaled Scores | 1 2 3 | | 4 5 | | 6 7 | | 8 9 10 11 | | 12 13 | | | 14 15 | | | 16 17 18 19 | | | |
| T-Scores | - 29 | | | 30 – 36 | | 37 - 42 | | 43 – 56 | | 57 – 62 | | | 63 – 69 | | | 70 - | | |
| Percentile Ranks | - 02 | | | 03 – 08 | | 09 - 24 | | 25 – 74 | | 75 – 90 | | | 91 – 97 | | | 98 - | | |
| NCEs | – 6 | | | 7 – 20 | | 21 – 34 | | 35 – 63 | | 64 – 77 | | | 78 – 91 | | | 92 – | | |
| DAS  Classification | Very  Low | | | Low | | Below  Average | | Average | | Above  Average | | | High | | | Very  High | | |
| Wechsler  Classification | Extremely Low | | | Borderline | | Low  Average | | Average | | High  Average | | | Superior | | | Very  Superior | | |
| WISC-V Classification | Extremely Low | | | Very Low | | Low Average | | Average | | High  Average | | | Very  High | | | Extremely High | | |
| RIAS  Classification | Significantly Below Av. | | | Moderately Below Av. | | Below  Average | | Average | | Above  Average | | | Moderately Above Av. | | | Significantly Above Av. | | |
| Stanford-Binet 5  Classification | Moder-ately Delayed | Mildly Delayed  55 - 69 | | Borderline Delayed | | Low Average | | Average | | High Average | | | Superior | | | Very Advan-ced | | Highly Advan-ced |
| WRAT4 Classification | Lower Extreme | | | Low | | Below Average | | Average | | Above Average | | | Superior | | | Upper Extreme | | |
| Woodcock-Johnson Classif. | Very  Low | | | Low | | Low  Average | | Average  (90 – 110) | | | High Average  (111 – 120) | | | Superior  (121 – 130) | | | Very Superior | |
| Pro-Ed  Classification | Very  Poor | | | Poor | | Below  Average | | Average  (90 – 110) | | | Above Average | | | Superior | | | Very Superior | |

Age-Equivalent Scores show the average age of students who simply passed the same number of items on the test. They do not necessarily show the age level at which the student is functioning. Age-equivalent scores can be written with a colon, semicolon, or dash – any punctuation except a period or decimal point (6.9 years would be 6 years plus 9\*12 months = 6 years, 11 months). For example, 7:10 means 7 years and 10 months. Age-equivalent scores are not equal units. For example, consider the growth in academic achievement or height between ages 6:0 and 6:11 compared to the growth in academic achievement or height between ages 16:0 and 16:11. Therefore, age-equivalent scores cannot be added, subtracted, multiplied, divided, or averaged. The best that can be done is to find the *median* or middle score.

Grade-Equivalent Scores show the average grade placement of students who simply passed the same number of items on the test. They do not necessarily indicate the grade level at which the student is actually working. Grade-equivalent scores are written with a decimal point. For example, 5.6 means 6/10 of the way through grade 5 9 (except on the KTEA-3, which uses grade-equivalent months from x.0 through x.11). Grade-equivalent scores are not equal units. For example, consider the growth in academic achievement or height between grades 1.0 and 1.9 compared to the growth in academic achievement or height between grades 12.0 and 12.9. Therefore, grade-equivalent scores cannot be added, subtracted, multiplied, divided, or averaged. The best that can be done is to find the *median* or middle score.

Appended to this report are a list of the names and brief descriptions of the tests that Namexx took, an explanation of the scoring system used, and tables of Namexx's test scores. Please note that, throughout the report, I am reporting test scores as *percentile ranks* and *stanines* as described on p. i of the Appendix. *Please note that these are not necessarily the verbal labels furnished by the test publishers.*1Other scoring systems, not used in this report, are described on the last page of the Appendix, so the reader can easily substitute the publishers' classification systems for the stanine labels I have used. *The verbal labels of the stanines are not necessarily the same classification labels supplied with the tests.* The different tests use many different scoring systems, so the same scores may be called different things, hence my translation of all test scores into a single system so that the same score is always given the same classification label. . . .

**TEST FINDINGS**

Namexx’s scores are all compared to the scores of other students of hxx xx, which automatically compensates for the varying difficulty levels of the tests. Therefore, Namexx might score higher, compared to other students, on a difficult test than on an easier one.

Namexx’s scores compared to scores of other students of the same age are xx hxx scores compared to other students in the same grade. According to norms published with the 1977 Woodcock-Johnson Psycho-Educational Battery2 the average student of age yxx-mxx is placed in grade xx, and the average age of students in grade gxx is xx. Scores in the text of this report are based on norms for Namexx's xx. In the Appendix to this report xx.

The various tests we used come with their own, peculiar systems of test statistics and verbal labels (e.g., “average”) for test scores. Rather than use several different systems, in which the same score might have two or more different labels, I have taken the liberty of additionally translating all of the scores into *stanines* as described in the appendix. *Please note that these are not necessarily the verbal labels furnished by the test publishers.* The scores have not been changed in any way, but I have used a different, and consistent system of verbal classifications, rather than calling the same score "average" on one test, "low average" on another, and "below average" on a third. The classification systems used by the publishers of the various tests are shown in detail on the last page of the Appendix, so readers who prefer those classification systems can use them.

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The numbers in the first column of each table are the standard scores, scaled scores, or T scores from the tests. The numbers in the third column are the percentile ranks corresponding to those scores. The final columns are the stanine equivalents for those scores. *What differ from the test manuals are the verbal labels (e.g., “Low Average”) given with the stanine scores.* The last page of the Appendix shows the verbal labels used with scores from the Wechsler, Woodcock-Johnson, and Differential Ability Scales.

2 These 1977 norms are old and are national averages. In school systems making frequent use of “readiness” or “transition” or “pre-first” placements or retention in grade, the average age of students in a given grade will be higher. However, these norms fairly closely reflect the relationships between ages and grade placements for students in the tests’ norming samples. A copy of these norms is available in Mather, N., & Jaffe, L. (2002). Woodcock-Johnson III: Recommendations, reports, and strategies. New York: Wiley.]

Appended to this report are a list of the names and brief descriptions of the tests that Namexx took, an explanation of the scoring system used, and tables of Namexx's test scores. The Leiter International Performance Scale-Revised (LIPS-R) and Oral and Written Language Scales (OWLS) Listening Comprehension are actual tests on which Namexx was directly tested and asked to do something with each item. The Vineland Adaptive Behavior Scales (VABS) are questionnaires completed by Namexx's special education teachers and by Namexx's parents and me. The ratings are based on the reports of teachers and parents, not on direct testing of Namexx, and they are intended to indicate typical, everyday behavior rather than the best Namexx could do on an actual test.

The various instruments use "standard scores," "scaled scores," and "*v-*scores," which I find confusing. However, all scores are also presented as "percentile ranks." A percentile rank tells the percent of children the same age whose scores were the same as or lower than Namexx's score on a test or questionnaire. For example, a "percentile rank" of 16 would mean that Namexx's score was as high as or higher than the scores of 16 percent of children hxx age (and lower than the scores of the remaining 84 percent). A "percentile rank" of 0.4 would mean that hxx score was in the lowest 4/10 of one percent of scores for children hxx age.

I have also listed "age-equivalent scores" even though they are, for several reasons, terrible statistics. All an "age-equivalent score" indicates is the average age of children who passed the same number of items on a test or questionnaire. It does ***not*** mean that the child actually performed or thought in the same way as a typical child of that age. For example, a ten-year-old child who, because of a severe math disability or lack of schooling, could not add and subtract even small numbers might be given an "age-equivalent score" of 5 years, 2 months (5-2) and a deaf child who signed fluently but did not make any meaningful sounds might be given an "age-equivalent score" of 0 years, 9 months (0-9) for "oral expression." I have listed "age-equivalent scores" mostly to allow future evaluators to track Namexx's progress on the same tests and also to help with comparison between different tests. ["Growth scores" on the Leiter International Performance Scale-Revised are used for the same reason.]

Standardized tests are "normed" on representative, nationwide groups of children, samples that closely parallel United States census data. Consequently, very few, if any children with low-incidence disabilities are included in the norm sample of children. [For example, if a disability affects fewer than 0.5% of children, and the norming sample includes only 1,000 or 2,000 children, there would not be any children with that particular disability.] The vast majority, or all of the children in the norm sample also speak and understand oral language at least reasonably well and have typical fine-motor skills.

Standardized tests, by definition, have standard rules for administration, such as a prohibition of telling children whether a response is correct, a certain sequence of administra-tion of items, exact words and gestures used to administer items, and rigid limits on the amount and type of explanation, demonstration, and help allowed on practice items and actual test items. These rules are essential to ensure that progress can be measured validly through subsequent administration of the same tests under precisely the same rules, but they make the process more difficult for children who are accustomed to unusually frequent and enthusiastic acknowledgment of correct responses and for children to whom the examiner cannot clearly explain the standardization rules and the reasons for them.

Most of the children who were tested to norm a test were probably motivated to do their best on the tests. Most of them were aware not only of being "tested" but also of participating in an important undertaking. A child whose motivation to do well on the tests may less than other interests and focuses of attention will be at a disadvantage when compared to test norms developed from the norm sample for the test.

Even under typical or ideal circumstances, the very best tests do not provide precisely accurate scores (as is obvious to anyone who watches *Jeopardy* or *Who Wants to be a Millionaire*). Lucky or unlucky guesses when uncertain, random lapses of attention, and other factors mean that a score obtained early this morning will not be precisely the same as it might have been yesterday, tomorrow, or even later in the morning or in the afternoon.

All tests must be interpreted cautiously. When a child has severe or multiple disabilities, the interpretation must be even more tentative and cautious.

TEN TOP REASONS I USE STANINES

13. How come a Pro-Ed Standard Score of 7 is the same as a Wechsler Standard Score of 85?

1. There are lots of good stanine jokes, such as how they were invented and the principal who interupted my team-meeting presentation to say, "You don't need to explain these scores. I've studied statistics and I know all about Stanninnies."
2. "Your child did much better on Similarities with a 13 than on Performance with an 85. The Ayres Space [Cadet?] Test was about average with a – 0.06." That is the sort of "information" that made IDEA "The Full Employment for Attorneys Act."
3. I can append a translation sheet to the end of the report appendix, showing the strange and wonderful classification systems used by the various publishers of the tests I used. If the translation is hidden sufficiently well, it makes a great "gotcha" under hostile cross-examination.
4. There are definite labels for subtest scaled scores as well as for standard scores.
5. Stanines are symmetrical, unlike Wechsler and DAS classifications. How come their "average" is 90 – 109 (percentile ranks 25 to 73), not 90 – 110 (25 to 75)?
6. You can produce a staggered pattern of stanines, making a nice, clear visual display. It is not as nearly as accurate as 90% or 95% confidence bands, but gives the general idea quickly and easily

6. I can call them what I want, as long as I explain myself clearly and I am consistent. I don't need to use terms I dislike, such as "superior" or "poor," nor terms that don't apply to the test content, such as "intellectually deficient" for the Processing Speed Index.

1. They take only a moment to explain to parents and teachers with a visual aid.

4. They divide the broad average range into smaller, more educationally meaningful chunks, broader than standard score, scaled score, or percentile points, but narrower than classification bands. For practical purposes, standard scores of 90 (percentile rank 25) and 109 (percentile rank 73) are not both "Average." In stanines, they are Low Average and High Average. For school achievement, a standard score of 80 (percentile rank 09 – bottom tenth of the class) is not "Low Average."

1. They don't require me to use different classifications from different publishers for the same score. How come 85 is "average" on one test, "low average" on another, and "below average" on a third?
2. Except for 1 and 9 theoretically stretching to infinity, they are equal units.
3. It is easy to memorize conversions of other score systems to stanines, so I can antagonize other team members by keeping my picture on the table and pointing to the corresponding stanine each time another evaluator reports yet another score.

**ECOMODINE’S TEST SCORES IN PERCENTILE RANKS AND STANINES FOR HER AGE**

Percen-

Test tile Stanine

Score[[1]](#footnote-1) Rank 123456789

**DAS-II**: repeating series of rapidly dictated digits 40 16 3 Below Average

**WISC-IV**: repeating series of dictated digits forward and backward 7 16 3 Below Average

**FBNDST**: repeating series of dictated digits forward and backward 85 16 3 Below Average

**SCDST**: repeating series of dictated digits forward and backward -1.00 16 3 Below Average

**OWLS**: multiple-choice listening comprehension with pictures 106 66 6 High Average

oral expression: responding to questions and directions with pictures 93 32 4 Low Average

written expression: writing sentences and paragraphs as directed 78 07 2 Low

**KTEA-II**: accuracy in reading words aloud from a list 84 14 3 Below Average

answering oral comprehension questions about reading passages 117 87 7 Above Average

**KTEA-II**: written spelling of dictated words 64 01 1 Very Low

**KTEA-II**: math computation on paper 63 01 1 Very Low

math applications (“word” or “story” ) problems with scratch paper 119 90 8 High

#### SCORES IN THE AVERAGE RANGE

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| Percent | .1% | 99.8% | | | | | | | .1% |
| S.S. | - 55 | 56 – 144 | | | | | | | 145 - |
| s.s | 1 | 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 | | | | | | | 19 |
| T | - 20 | 21 – 79 | | | | | | | 80 - |
| P R | - 0.1 | 0.2 – 99.8 | | | | | | | 99.9 - |
| Classi-  fication | **Low Aver-age** | Average | | | | | | | **High Aver-age** |

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| Percent | 49% | | | | 2% | 49% | | | |
| S.S. | < 100 | | | | 100 | > 100 | | | |
| s.s | 1 2 3 4 5 6 7 8 9 | | | | 10 | 11 12 13 14 15 16 17 18 19 | | | |
| T | < 50 | | | | 50 | > 50 | | | |
| P. R. | - 48 | | | | 49-51 | 52 - | | | |
| Classi-  fication | Below Average | | | |  | Above Average | | | |

### 

### Average

# STANDARD SCORES

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| z-scores | | **-2.00** | | | | | -1.00 | | | 0.00 | | +1.00 | | | | +2.00 | | | | | |
| Standard Scores | | - 69 | | | 70 - 79 | | 80 – 89 | | | 90 – 109 | | 110 - 119 | | | | 120 - 129 | | | 130 - | | |
| Scaled Scores | | 1 2 3 | | 4 5 | | 6 7 | | | 8 9 10 11 | | 12 13 | | | | 14 15 | | | 16 17 18 19 | | | |
| T-Scores | | - 29 | | | 30 - 36 | | 37 – 42 | | | 43 – 56 | | 57 - 62 | | | | 63 - 69 | | | 70 - | | |
| Percentile Ranks | | - 02 | | | 03 - 08 | | 09 – 24 | | | 25 – 74 | | 75 - 90 | | | | 91 - 97 | | | 98 - | | |
| Percent in each | | 2% | | | 7% | | 16% | | | 50% | | 16% | | | | 7% | | | 2% | | |
| WISC-V | | Extremely Low | | | Very  Low | | Low  Average | | | Average | | High  Average | | | | Very  High | | | Extremely High | | |
| DAS-II | | Very  Low | | | Low | | Below  Average | | | Average | | Above  Average | | | | High | | | Very  High | | |
| KTEA-3  10-point | | Very  Low | | | Low | | Below  Average | | | Average | | Above  Average | | | | High | | | Very  High | | |
| Woodcock-  Johnson III | | Very  Low | | | Low | | Low  Average | | | Average  (90 - 110) | | | High Average  (111 - 120) | | | | Superior  (121 - 130) | | | Very  Superior | |
| Pro-Ed | | Very  Poor | | | Poor | | BelowAverage | | | Average  (90 - 110) | | | Above Average | | | | Superior | | | Very Superior | |
| KTEA-3  15-point | | Very Low | Low 55-69 | | Below Average 70 - 84 | | | Average  85 - 115 | | | | | | Above Average  116 - 130 | | | | | | High 131-145 | Very High |
| WIAT-III | | Very Low | Low  55-69 | | Below Average 70 – 84 | | | Average  85 - 115 | | | | | | Above Average  116 - 130 | | | | | | Sup-erior | Very Sup. |

# STANDARD SCORES

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|  | There are | | | 200 🚹 or 🚺s. | |  | | **🚹🚺🚹🚺🚹🚺 🚺🚹🚺🚹🚺🚹** | |  | | |  | | |  | | |
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|  |  | | |  | | **🚹🚺** | | **🚹🚺🚹🚺🚹🚺 🚺🚹🚺🚹🚺🚹** | | **🚺🚹** | | |  | | |  | | |
|  |  | | |  | | **🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹 🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹** | | |  | | |  | | |
|  |  | | |  | | **🚺🚹🚺🚹🚺🚹** | | **🚹🚺🚹🚺🚹🚺 🚺🚹🚺🚹🚺🚹** | | **🚹🚺🚹🚺🚹🚺** | | |  | | |  | | |
|  |  | | | **🚺** | | **🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹 🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹** | | | **🚺** | | |  | | |
|  |  | | | **🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹** | | **🚹🚺🚹🚺🚹🚺 🚺🚹🚺🚹🚺🚹** | | **🚹🚺🚹🚺🚹🚺** | | | **🚹🚺🚹🚺🚹🚺** | | |  | | |
|  | **🚹 🚺 🚹 🚺** | | | **🚺🚹🚺🚹🚺🚹** | | **🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹 🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹** | | | **🚺🚹🚺🚹🚺🚹** | | | **🚺 🚺 🚹 🚺** | | |
|  | |  | | |  | |  | |  | |  | | |  | | |  | | |
| Standard Deviations | | **-2.00** | | | | | -1.00 | | 0.00 | | +1.00 | | | +2.00 | | | | | |
| Standard Scores | | - 69 | | | 70 - 79 | | 80 - 89 | | 90 – 109 | | 110 - 119 | | | 120 – 129 | | | 130 - | | |
| Scaled Scores | | 1 2 3 | | 4 5 | | 6 7 | | 8 9 10 11 | | 12 13 | | | 14 15 | | | 16 17 18 19 | | | |
| *V*-Scale Scores | | 6 7 8 | | 9 10 | | 11 12 | | 13 14 15 16 | | 17 18 | | | 19 20 | | | 21 22 23 24 | | | |
| T-Scores | | - 29 | | | 30 - 36 | | 37 - 42 | | 43 – 56 | | 57 - 62 | | | 63 - 69 | | | 70 - | | |
| Percentile Ranks | | - 02 | | | 03 - 08 | | 09 - 24 | | 25 – 74 | | 75 - 90 | | | 91 - 97 | | | 98 - | | |
| Percent in each | | 2% | | | 7% | | 16% | | 50% | | 16% | | | 7% | | | 2% | | |
| WISC-V | | Extremely Low | | | Very  Low | | Low  Average | | Average | | High  Average | | | Very  High | | | Extremely High | | |
| DAS  Classification | | Very  Low | | | Low | | Below  Average | | Average | | Above  Average | | | High | | | Very  High | | |
| Stanford-Binet 5 Classification | | Moder-ately Delayed 40 - 54 | Mildly Delayed  55 - 69 | | Borderline Delayed | | Low Average | | Average | | High Average | | | Superior | | | Very Advanced 130 - 144 | | Highly Advanced  145 - |
| Woodcock-  Johnson | | Very  Low | | | Low | | Low  Average | | Average  (90 – 110) | | | High  Average  (111 - 120) | | | Superior  (121 - 130) | | | Very  Superior  (131 - ) | |

**TEST SCORES**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | There are | | 200 🚺s, so | |  | |  | | **🚺🚹🚺🚹🚺** | |  | |  | |  | |  | |
|  | | Each 🚹🚺 | | = 1 % | |  | | **🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹** | |  | |  | |  | |
|  | |  | |  | | **🚹🚺🚹** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺** | |  | |  | |
|  | |  | |  | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | |  | |  | |
|  | | **🚹** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺🚹🚺🚹🚺🚹🚺** | | **🚺** | |
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|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| Stanine | | **1** | | **2** | | **3** | | **4** | | **5** | | **6** | | **7** | | **8** | | **9** | |
|  | | **Very** | |  | | **Below** | | **Low** | |  | | **High** | | **Above** | |  | | **Very** | |
|  | | **Low** | | **Low** | | **Average** | | **Average** | | **Average** | | **Average** | | **Average** | | **High** | | **High** | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
|  | | 4% | | 7% | | 12% | | 17% | | 20% | | 17% | | 12% | | 7% | | 4% | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| Percentile | | 1 - 4 | | 4 - 11 | | 11 – 23 | | 23 - 40 | | 40 – 60 | | 60 - 77 | | 77 - 89 | | 89 - 96 | | 96 -99 | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| Standard Score | | - 73 | | 74 - 81 | | 82 – 88 | | 89 - 96 | | 97 – 103 | | 104 - 111 | | 112 - 118 | | 119 - 126 | | 127 - | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| Scaled Score | | 1 - 4 | | 5 6 | | 7 | | 8 9 | | 10 | | 11 12 | | 13 | | 14 15 | | 16 - 19 | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| T-Score | | - 32 | | 33 - 37 | | 38 – 42 | | 43 - 47 | | 48 – 52 | | 53 - 57 | | 58 - 62 | | 63 - 67 | | 68 - | |

Adapted from Willis, J. O. & Dumont, R. P., *Guide to Identification of Learning Disabilities* (3rd ed.)(Peterborough, NH: Authors, 2002, pp. 39-40). Also available at <http://www.myschoolpsychology.com/testing-information/sample-explanations-of-classification-labels/>

1. These “test scores” are the scaled scores, standard scores, or T scores that are used with the various tests. Please see p. i of the Appendix for explanations of these different statistics. The various systems are not directly comparable to one another. The percentile ranks and stanines in the next two columns are provided to offer a common system that is consistent across all of the tests. The last page of the Appendix shows the official classifications used by the test publishers. [↑](#footnote-ref-1)