**SCORES USED WITH NAMEXX’S 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** ("quotients" on some 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** ("standard scores" on some 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 % |  | **&&&&&&** | **&&&&&&&** | **&&&&&&** |  |  |  |
|  |  |  | **&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&** |  |  |
|  |  |  | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** |  |  |
|  | **&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&** |
|  | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** | **&&&&&&&** |
|  |  |  |  |  |  |  |  |  |  |
| **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* (Peterborough, NH: Authors, 2002, pp. 39-40). Also available at <http://www.myschoolpsychology.com/testing-information/sample-explanations-of-classification-labels/>

**SCORES NOT USED WITH THE TESTS IN THIS REPORT (GIVEN FOR REFERENCE)**

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.

**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.

**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. | | | |  | | | | | | **&&&&&& &&&&&&** | | | |  | | | | | |  | | | |  | | |
|  | Each **&&** | | | = 1%. | | | |  | | | | | | **&&&&&& &&&&&&** | | | |  | | | | | |  | | | |  | | |
|  |  | | |  | | | | **&&** | | | | | | **&&&&&& &&&&&&** | | | | **&&** | | | | | |  | | | |  | | |
|  |  | | |  | | | | **&&&&&&** | | | | | | **&&&&&& &&&&&&** | | | | **&&&&&&** | | | | | |  | | | |  | | |
|  |  | | |  | | | | **&&&&&&** | | | | | | **&&&&&& &&&&&&** | | | | **&&&&&&** | | | | | |  | | | |  | | |
|  |  | | | **&** | | | | **&&&&&&** | | | | | | **&&&&&& &&&&&&** | | | | **&&&&&&** | | | | | | **&** | | | |  | | |
|  |  | | | **&&&&&&** | | | | **&&&&&&** | | | | | | **&&&&&& &&&&&&** | | | | **&&&&&&** | | | | | | **&&&&&&** | | | |  | | |
|  | **& & & &** | | | **&&&&&&** | | | | **&&&&&&** | | | | | | **&&&&&& &&&&&&** | | | | **&&&&&&** | | | | | | **&&&&&&** | | | | **& & & &** | | |
|  | |  | | |  | | | |  | | | | | |  | | | |  | | | | | |  | | | |  | | |
| 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 | | | |
| 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 – | | |
| KTEA-3 10-pt. Classification | | Very Low  – 69 | | | Low  70 – 79 | | | Below Average | | | | | | Average  (90 – 109) | | | | | | Above Average | | | | | | High  120 – 129 | | | | Very High  130 – | |
| 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 |
| 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 – | | | | |

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

**Namexx's KTEA-3 Test Scores in Standard Scores, Percentile Ranks, and Stanines for hxx Age**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Test | Stan-  dard  Score[[1]](#footnote-1) | 95%  Confi-  dence[[2]](#footnote-2) | Per-cen-  tile[[3]](#footnote-3) | Stanine[[4]](#footnote-4)  123456789 |
| Reading Decoding |  |  |  |  |
| KTEA-3: reading words aloud from a list |  |  |  |  |
| KTEA-3: reading nonsense words aloud (to test phonics) |  |  |  |  |
| KTEA-3: Reading Decoding Composite Score |  |  |  |  |
| Reading Fluency |  |  |  |  |
| KTEA-3: speed and accuracy in reading words aloud from a list |  |  |  |  |
| KTEA-3: speed and accuracy in reading nonsense words aloud |  |  |  |  |
| KTEA-3: speed of reading short sentences and marking *yes* or *no* |  |  |  |  |
| KTEA-3: Reading Fluency Composite Score |  |  |  |  |
| Reading Comprehension |  |  |  |  |
| KTEA-3: answering reading comprehension questions about passages |  |  |  |  |
| KTEA-3: reading vocabulary: word meanings |  |  |  |  |
| KTEA-3: Reading Understanding Composite |  |  |  |  |
| Phonology and Phonics |  |  |  |  |
| KTEA-3: rhyming, separating, deleting sounds in spoken words |  |  |  |  |
| KTEA-3: reading nonsense words aloud (to test phonics) |  |  |  |  |
| KTEA-3: Sound-Symbol Composite Score |  |  |  |  |
| Total Reading |  |  |  |  |
| KTEA-3: reading words aloud from a list |  |  |  |  |
| KTEA-3: answering reading comprehension questions about passages |  |  |  |  |
| KTEA-3: Reading Composite Score |  |  |  |  |
| Rapid Automatized Naming and Retrieval Speed |  |  |  |  |
| KTEA-3: speed of naming things in specific categories |  |  |  |  |
| KTEA-3: speed of naming rows of pictures |  |  |  |  |
| KTEA-3: Oral Fluency Composite Score |  |  |  |  |
| Writing |  |  |  |  |
| KTEA-3: writing words and sentences in a story, and a summary |  |  |  |  |
| KTEA-3: written spelling of dictated words |  |  |  |  |
| KTEA-3: Written Language Composite Score |  |  |  |  |
| Orthographic Processing |  |  |  |  |
| KTEA-3: speed and accuracy in reading words aloud |  |  |  |  |
| KTEA-3: written spelling of dictated words |  |  |  |  |
| KTEA-3: speed of naming letters printed in rows |  |  |  |  |
| KTEA-3: Orthographic Processing Composite |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Test | Stan-  dard  Score[[5]](#footnote-5) | 95%  Confi-  dence[[6]](#footnote-6) | Per-cen-  tile[[7]](#footnote-7) | Stanine[[8]](#footnote-8)  123456789 |
| Math |  |  |  |  |
| KTEA-3: math applications ("story" or "word" problems) |  |  |  |  |
| KTEA-3: math computation with paper and pencil |  |  |  |  |
| KTEA-3: Math Composite Score |  |  |  |  |
| Oral Language |  |  |  |  |
| KTEA-3: oral expression: telling, explaining, answering |  |  |  |  |
| KTEA-3: answering questions about dictated passages |  |  |  |  |
| KTEA-3: speed of naming things in specific categories |  |  |  |  |
| KTEA-3: Oral Language Composite Score |  |  |  |  |
| Comprehension |  |  |  |  |
| KTEA-3: answering reading comprehension questions about passages |  |  |  |  |
| KTEA-3: answering questions about dictated passages |  |  |  |  |
| KTEA-3: Comprehension Composite |  |  |  |  |
| Expression |  |  |  |  |
| KTEA-3: writing words and sentences in a story, and a summary |  |  |  |  |
| KTEA-3: oral expression: telling, explaining, answering |  |  |  |  |
| KTEA-3: Expression Composite |  |  |  |  |
| Academic Fluency |  |  |  |  |
| KTEA-3: speed and accuracy in reading words aloud from a list |  |  |  |  |
| KTEA-3: speed and accuracy performing simple math calculations |  |  |  |  |
| KTEA-3: speed and accuracy in writing short, simple sentences |  |  |  |  |
| KTEA-3: Academic Fluency Composite |  |  |  |  |
| Academic Skills |  |  |  |  |
| KTEA-3: reading words aloud from a list |  |  |  |  |
| KTEA-3: answering reading comprehension questions about passages |  |  |  |  |
| KTEA-3: math applications ("story" or "word" problems) |  |  |  |  |
| KTEA-3: math computation with paper and pencil |  |  |  |  |
| KTEA-3: writing words and sentences in a story, and a summary |  |  |  |  |
| KTEA-3: written spelling of dictated words |  |  |  |  |
| KTEA-3: Academic Skills Composite |  |  |  |  |

\* The scores in this composite are significantly different from each other ifthe difference is too large to occur just by random

variation more than 5 times in 100.

\*\* The difference is also "uncommon." No more than 10% of students obtain such large differences between the scores.

**NW** = Normative weakness. **PW** = Personal weakness significantly lower than Namexx's total score on the test.

**NS** = Normative strength. **PS** = Personal strength significantly higher than Namexx's total score on the test.

**Kaufman Test of Educational Achievement, 3rd ed. (KTEA-3). Alan S. Kaufman & Nadeen L. Kaufman, Pearson, 2014.**

The **KTEA-3** is an individual achievement test presented on an easel with only one or a few items per page. Items are not multiple-choice. It was normed on a stratified, random, nationwide sample of 2,050 persons of ages 4:0 through 25:11 and 2,600 students in grades pre-K through 12 in 48 states. Half of the samples took Form A and half took Form B. The samples closely match 2012 U.S. Census data. Scores can be based on the student’s age and/or on the student’s grade placement. There are separate fall, winter (interpolated), and spring norms for grade-based scores, which can cause discontinuities between November and December, between February and March, and between July and August for younger children. Age-based norms are in sets of 3 months for ages 4 and 5, 4 months for ages 6 through 13, 12 months for ages 14 through 16, and 24 months for ages 17 through 20. There is a single set of norms for ages 21 through 25. Samples of examinees also took the KTEA-II, WIAT-III, KABC-II, DAS-II, or WJ III. Special group studies were done with children who had specific learning disorders in reading and/or written expression or in mathematics; who had language disorders, intellectual disabilities, or attention-deficit/hyperactivity disorder; or who were intellectually gifted. There are extensive error-analysis procedures.

Phonological Processing: rhyming, matching, blending, segmenting and deleting sounds in spoken words.

Letter & Word Recognition: reading words aloud from a list.

Nonsense Word Decoding: reading nonsense words aloud to test phonics skills.

Reading Comprehension: for most items, reading a brief paragraph and orally answering questions printed at the end of the paragraph. The earliest items require matching printed words to pictures and following printed directions, e.g., “Raise your hand.”

Reading Vocabulary: early items require pointing to the 1 of 3 words that has same meaning as the target. Later items require reading a sentence and selecting the word with the same meaning as the target.

Word Recognition Fluency: speed of reading words aloud.

Decoding Fluency: speed of reading nonsense words aloud.

Silent Reading Fluency: The student reads short sentences and marks each one *yes* or *no* to indicate its truth. The score is the number correct in two minutes.

Spelling: writing dictated words.

Written Expression: a variety of writing activities, including writing an essay.

Writing Fluency: speed of writing brief sentences based on picture prompts telling “Who is doing what.”

Math Computation: math calculation with printed problems on paper.

Math Concepts & Applications: verbally framed math “word problems” read aloud to the student and accompanied by illustrations or a printed copy of the problem. Paper and pencil are allowed.

Math Fluency: speed of performing simple math calculations on paper.

Listening Comprehension: the examinee listens to stories played from a CD and answers oral questions about the stories.

Oral Expression: a variety of oral expression tasks, such as combining two sentences into one, creating sentences using specified words, and telling what is happening in pictures.

Associational Fluency: speed of naming words in specific categories.

Object Naming Facility: speed of naming pictures printed in rows on a page.

Letter Naming Facility: speed of naming letters printed in rows on a page.

1. These are the standard scores used by the test publishers (please see the second page of this appendix). The percentile ranks and stanines in the last columns provide a common measurement that is the same for all of the tests (please see the first page of this appendix). [↑](#footnote-ref-1)
2. Test scores can never be perfectly reliable, even on the very best tests. Lucky and unlucky guesses, barely beating or missing time limits, and other random influences inevitably alter scores. This score interval shows how much scores are likely to vary 95% of the time just by pure chance. [↑](#footnote-ref-2)
3. Percentile ranks tell the percentage of students of the same age or grade whose scores Namexx tied or exceeded. For example, a percentile rank of 36 would mean that Namexx scored as high as or higher than 36 percent of peers and lower than the other 64 percent. [↑](#footnote-ref-3)
4. Stanines range from 1 (Very Low) to 9 (Very High). The middle half (actually 54%) of scores falls in the broad average range or stanines 4, 5, and 6 (Low Average, Average, and High Average). These are not the classifications used by the publishers. [↑](#footnote-ref-4)
5. These are the standard scores used by the test publishers (please see the second page of this appendix). The percentile ranks and stanines in the last columns provide a common measurement that is the same for all of the tests (please see the first page of this appendix). [↑](#footnote-ref-5)
6. Test scores can never be perfectly reliable, even on the very best tests. Lucky and unlucky guesses, barely beating or missing time limits, and other random influences inevitably alter scores. This score interval shows how much scores are likely to vary 95% of the time just by pure chance. [↑](#footnote-ref-6)
7. Percentile ranks tell the percentage of students of the same age or grade whose scores Namexx tied or exceeded. For example, a percentile rank of 36 would mean that Namexx scored as high as or higher than 36 percent of peers and lower than the other 64 percent. [↑](#footnote-ref-7)
8. Stanines range from 1 (Very Low) to 9 (Very High). The middle half (actually 54%) of scores falls in the broad average range or stanines 4, 5, and 6 (Low Average, Average, and High Average). These are not the classifications used by the publishers. [↑](#footnote-ref-8)