**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 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | |  | |  | | | **&& &&** | |  | | | |  | | |  | | |
|  | 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 | | | |
| Percentile Ranks | | – 02 | | | 03 – 08 | | 09 – 24 | | | 25 – 74 | | 75 – 90 | | | | 91 – 97 | | | 98 – | | |
| WISC-V  Classification | | Extremely Low | | | Very  Low | | Low  Average | | | Average | | High  Average | | | | Very  High | | | Extremely High | | |
| Other Wechsler  Classification | | Extremely Low | | | Borderline | | Low  Average | | | Average | | High  Average | | | | Superior | | | Very  Superior | | |
| DAS-II  Clasification | | Very  Low | | | Low | | Below Average | | | Average | | Above Average | | | | High | | | Very  High | | |
| Woodcock-Johnson Classif. | | Very  Low | | | Low | | Low  Average | | | Average  (90 – 110) | | | High Average  (111 – 120) | | | | Superior  (121 – 130) | | | Very Superior  (131 – ) | |
| KTEA-3 10-pt.  Clasification | | Very  Low | | | Low | | Below Average | | | Average  (90 – 109) | | | Above Average  (110 – 119) | | | High  (120 -129) | | | Very High (130 – 160) | | |
| 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 |
| WIAT-III Classification | | 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 - |

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/>

**Namexx's WIAT-III Test Scores in Standard Scores and Percentile Ranks for hxx Age**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Test | Test  Score[[1]](#footnote-1) | 95%  Confi-  dence[[2]](#footnote-2) | Per-cen-  tile[[3]](#footnote-3) | Qualitative  Descriptor[[4]](#footnote-4) |
| Reading Decoding |  |  |  |  |
| WIAT-III: Early Reading Skills |  |  |  |  |
| WIAT-III: reading words aloud from a list |  |  |  |  |
| WIAT-III: reading nonsense words aloud (to test phonics) |  |  |  |  |
| WIAT-III: Basic Reading Composite |  |  |  |  |
| WIAT-III: oral reading accuracy for short passages |  |  |  |  |
| Reading Fluency |  |  |  |  |
| WIAT-III: oral reading accuracy for short passages |  |  |  |  |
| WIAT-III: oral reading rate for short passages |  |  |  |  |
| WIAT-III: Oral Reading Fluency Composite |  |  |  |  |
| Reading Comprehension |  |  |  |  |
| WIAT III: reading comprehension: answering questions about stories |  |  |  |  |
| Total Reading Scores |  |  |  |  |
| WIAT-III: oral reading fluency |  |  |  |  |
| WIAT-III: reading comprehension |  |  |  |  |
| WIAT-III: Reading Comprehension and Fluency Composite |  |  |  |  |
| WIAT-III: reading words aloud from a list |  |  |  |  |
| WIAT-III: reading nonsense words aloud (to test phonics) |  |  |  |  |
| WIAT-III: oral reading fluency |  |  |  |  |
| WIAT-III: reading comprehension |  |  |  |  |
| WIAT-III: Total Reading Composite |  |  |  |  |
| Writing |  |  |  |  |
| WIAT-III: alphabet writing fluency |  |  |  |  |
| *WIAT-III: Sentence Building* |  |  |  |  |
| *WIAT-III: Sentence Combining* |  |  |  |  |
| WIAT-III: Sentence Composition |  |  |  |  |
| *WIAT-III: Word Count* |  |  |  |  |
| *WIAT-III: Theme Development and Organization* |  |  |  |  |
| WIAT-III: Essay Composition |  |  |  |  |
| *WIAT-III: essay composition: grammar and mechanics* |  |  |  |  |
| WIAT III: written Spelling of dictated words |  |  |  |  |
| WIAT III: Written Expression Composite |  |  |  |  |

**Namexx's WIAT-III Test Scores in Standard Scores and Percentile Ranks for hxx Age**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Test | Test  Score[[5]](#footnote-5) | 95%  Confi-  dence[[6]](#footnote-6) | Per-cen-  tile[[7]](#footnote-7) | Qualitative  Descriptor[[8]](#footnote-8) |
| Math |  |  |  |  |
| WIAT III: math numerical operations with paper and pencil |  |  |  |  |
| WIAT III: math problem-solving ("story" or "word" problems) |  |  |  |  |
| WIAT-III: Mathematics Composite |  |  |  |  |
| WIAT III: math fluency – addition |  |  |  |  |
| WIAT III: math fluency – subtraction |  |  |  |  |
| WIAT III: math fluency – multiplication |  |  |  |  |
| WIAT-III: Math Fluency Composite |  |  |  |  |
| Oral Language |  |  |  |  |
| *WIAT-III: Receptive Vocabulary* |  |  |  |  |
| *WIAT-III: Oral Discourse Comprehension* |  |  |  |  |
| WIAT-III: Listening Comprehension |  |  |  |  |
| *WIAT-III: Expressive Vocabulary* |  |  |  |  |
| *WIAT-III: Oral Word Fluency* |  |  |  |  |
| *WIAT-III: Sentence Repetition* |  |  |  |  |
| WIAT-III: Oral Expression |  |  |  |  |
| WIAT-III: Oral Language Composite |  |  |  |  |

**Tests Taken by Namexx**

**Wechsler Individual Achievement Test, 3rd ed. (WIAT-III). The Psychological Corporation, 2009.**

The WIAT-III offers standard scores, percentile ranks, stanines, and other scores, based either on the student’s age or the student’s grade (fall, winter, and spring norms for grades Pre-K through 8, full-year norms for grades 9 through 12, and separate college norms to be published). The standardization sample consisted of 2,775 students in 14 grade groups: PK–12 and 1,826 students in 14 age groups, ranging in age from 4 to 19. The sample was stratified for age, grade, gender, race/ethnicity, geographic region, and parents' education level, based on 2005 U.S. Census data. Students, including children in special education, were drawn from public and private schools in 32 states. To link the WIAT with a Wechsler intelligence test, a subset of 1,284 students were also given the Wechsler intelligence test appropriate for their age.

Early Reading Skills assesses knowledge of letter names, letter sounds, perception and manipulation of sounds in spoken words (phonology), and word recognition.

Word Reading (grades 1 – 12) requires oral reading of words printed on a card. For credit, a word must be read fluently on the final attempt. All examinees begin with the first item. The examiner also notes the number of words read in the first 30 seconds, the number of words that took more than 3 seconds to pronounce, and the number of self-corrections.

Pseudoword Decoding (grades 1 – 12) requires oral reading of phonetically regular nonsense words printed on a card. The final pronunciation must be fluent for credit.

Reading Comprehension (grades 1 – 12) contains passages of increasing length and difficulty, read silently or aloud by the examinee, followed by oral questions for each passage.

Oral Reading Fluency (grades 1 – 12) has the student read two or more passages aloud and answer one question about each story. The questions are not scored. Scores are computed for speed, accuracy, and total fluency.

Alphabet Writing Fluency (grades PreK – 3) has the student write the alphabet (or, if necessary, any random letters) as quickly as possible for 30 seconds.

Spelling (grades K – 12): written spelling of sounds and words that are dictated and read in sentences.

Sentence Composition (grades 1 – 12).

Sentence Combining: the student combines 2 or 3 sentences into a single written sentence preserving the meaning of the 2 or 3 sentences.

Sentence Building: the student writes six sentences each using a specified word. The sentences are scored for meaning, grammar, and mechanics of writing.

Essay Composition (grades 3 – 12). The student writes an essay on a specified topic. The total score is based on scores for the number of words and for theme development and text organization. There is also a separate score for grammar and mechanics.

Numerical Operations (grades K – 12): identifying and writing numbers, counting, and solving paper-and-pencil computation examples with only a few items for each computational skill.

Math Problem Solving (grades PreK – 12): counting, identifying shapes, and solving verbally framed “word problems” presented both orally and in writing or with illustrations. Paper and pencil are allowed.

Math Fluency (grades 1 – 12): three separate subtests for speed of performing very simple addition, subtraction, and multiplication examples. Multiplication is scored for only grades 3 – 12).

Listening Comprehension (grades PreK – 12):

Receptive Vocabulary: multiple-choice matching of pictures to spoken words ("point to win")

Oral Discourse Comprehension: answering questions about passages played from a CD.

Oral Expression (grades PreK – 12):

Expressive Vocabulary: saying words in response to instructions and a picture (e.g., "Look at the picture and tell me a word that means 'not serious.'")

Oral Word Fluency: speed of naming words in specified categories, such as vegetables.

Sentence Repetition: repeating increasingly long dictated sentences verbatim

1. These are the standard scores used by the test publishers (please see the second page of this appendix). The percentile ranks in the fourth column 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. Qualitative descriptors are arbitrary, are not evidence-based, and can make a difference of a single point appear meaningful. The descriptors used here are taken from xx [↑](#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 in the fourth column 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. Qualitative descriptors are arbitrary, are not evidence-based, and can make a difference of a single point appear meaningful. The descriptors used here are taken from xx [↑](#footnote-ref-8)