



Case Presentation

REPORTING ASSESSMENT RESULTS FROM THE KTEA-3
TO THE SCHOOL BASED TEAM

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EDUC 622

“Colin Quimby”

- ▶ Date of Birth: 28/09/2011
- ▶ Age: 7
- ▶ Grade: 2
- ▶ Parents: “Frances and John Quimby”
- ▶ Teacher: “Mr. Wilton”
- ▶ Referred by “Mr. Panbaleo”, Reading specialist
- ▶ Date of Testing: 25/10/2018
- ▶ Date of Report: 27/11/2018
- ▶ School Examiner: Emily Menzies
- ▶ Chronological Age at Time of Report: 7.0

Colin's Background & Reason for Referral

- ▶ Colin's family moved to Victoria last March
- ▶ Parents concerned about the quality of education Colin and his older sister were receiving in their small island school, especially Colin's reading
- ▶ Colin has been enjoying over 6 months of daily peer-supported reading recovery instruction with Mr. Panbaleo.
- ▶ Colin's teachers and parents wanted to know if he has now caught up with his peers and/or should continue in Mr. Panbaleo's intensive reading program
- ▶ They also wanted to check if there any underlying learning challenges that need to be identified and addressed.

How Colin Presented

- ▶ very cooperative and positive attitude
- ▶ appreciated brief breaks between subtests and longer breaks after longer sessions.
- ▶ demonstrated appropriate interpersonal skills
- ▶ sometimes became reluctant to answer when he was uncertain, he usually persevered despite difficulty
- ▶ demonstrated several enhancing behaviours such as recognizing and self-correcting errors and self-compensating (such as rehearsing out loud)
- ▶ Colin had more trouble focusing after an hour of testing so we completed the subtests for his age group in a total of three sessions

What does the KTEA-3 Test?

Kaufman Test of Educational Achievement, Third Edition

- ▶ Phonological Processing
- ▶ Math Concepts and Applications
- ▶ Letter and Word Recognition
- ▶ Math Computation
- ▶ Nonsense Word Decoding
- ▶ Writing Fluency
- ▶ Silent Reading Fluency
- ▶ Math Fluency
- ▶ Reading Comprehension
- ▶ Written Expression
- ▶ Associational Fluency
- ▶ Spelling
- ▶ Object Naming Facility
- ▶ Reading Vocabulary
- ▶ Letter Naming Facility
- ▶ Listening Comprehension
- ▶ Word Recognition Fluency
- ▶ Oral Expression
- ▶ Decoding Fluency
(not administered to Colin due to young age)

Academic Skills Battery Composite

Reading

- Letter and Word Recognition
- Reading Comprehension

Math

- Math Concepts & Applications
- Math Computation

Written Language

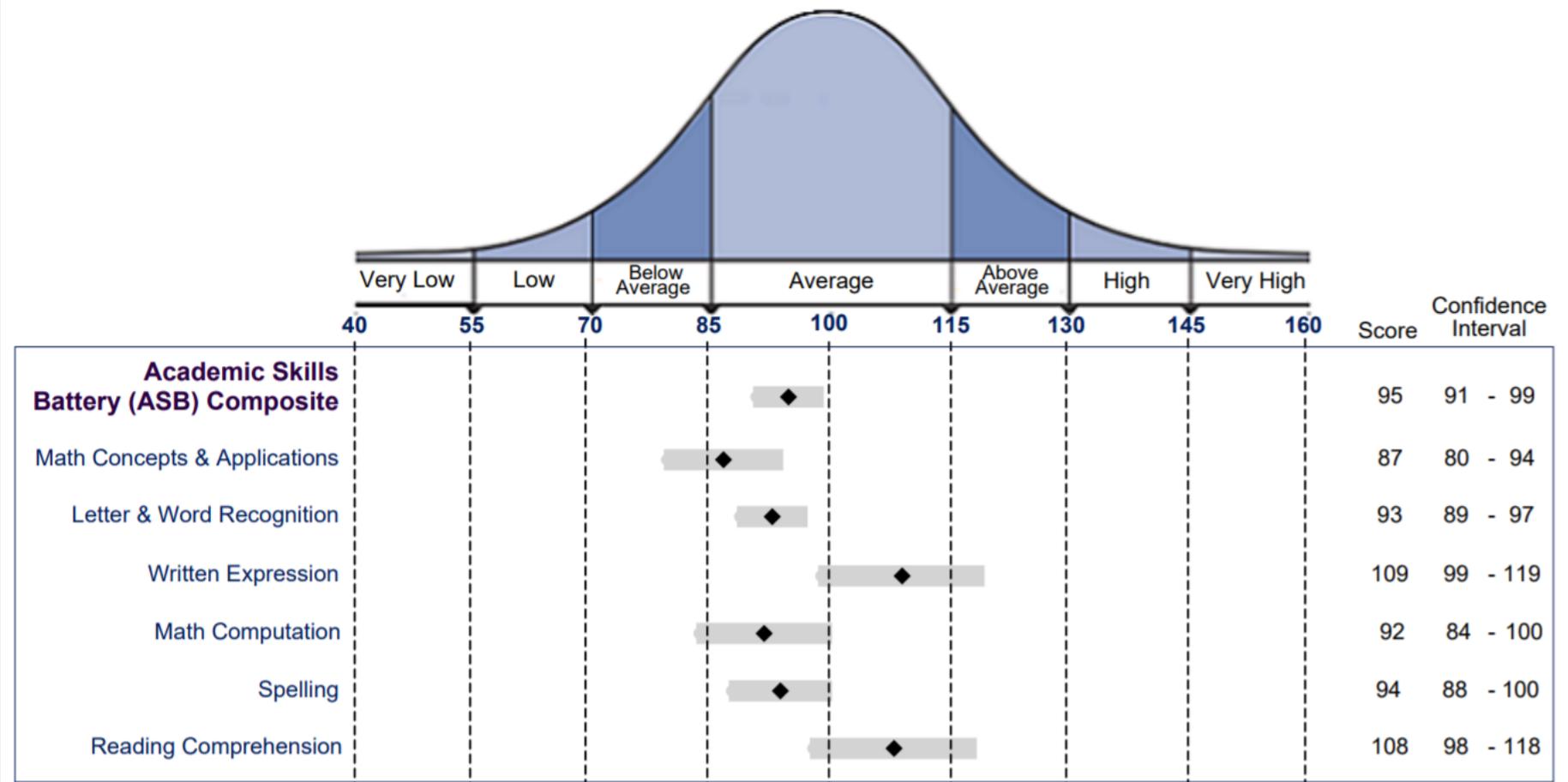
- Written Expression
- Spelling

Overview of Test Scores

Academic Skills Composite

- Overall, Colin's academic skills are well within the average range
- He has relative strengths in written expression and reading comprehension
- He has relative weaknesses in math, spelling and letter/word recognition

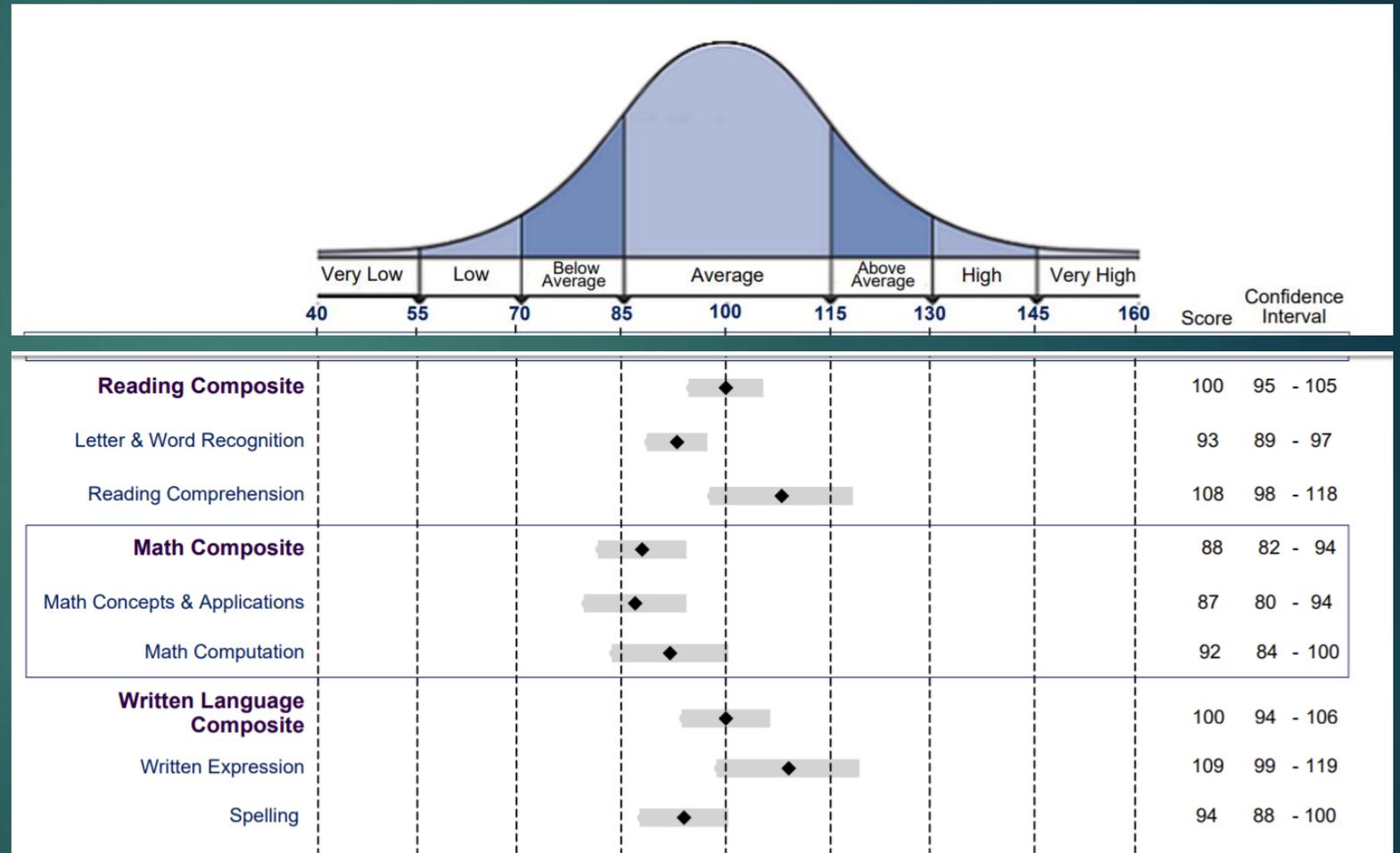
Core Composite Score Summary Profile



Reading, Math and Writing Composites

Colin scored right on the mean for his age group in the Reading and Writing Composites

Colin scores indicate a relative weakness in the Math Composite – especially on the subtest in Math Concepts & Applications



“Right off the bat we see that Colin’s weakest subtest was Math Concepts & Applications, not reading.”

Composite Standard Score Differences

Comparison	Difference	Critical Value (.01)	Significant Difference Y/N	Base Rate
Academic Skills Battery vs. Reading	-5	6	N	>15%
Academic Skills Battery vs. Math	7	7	Y	>15%

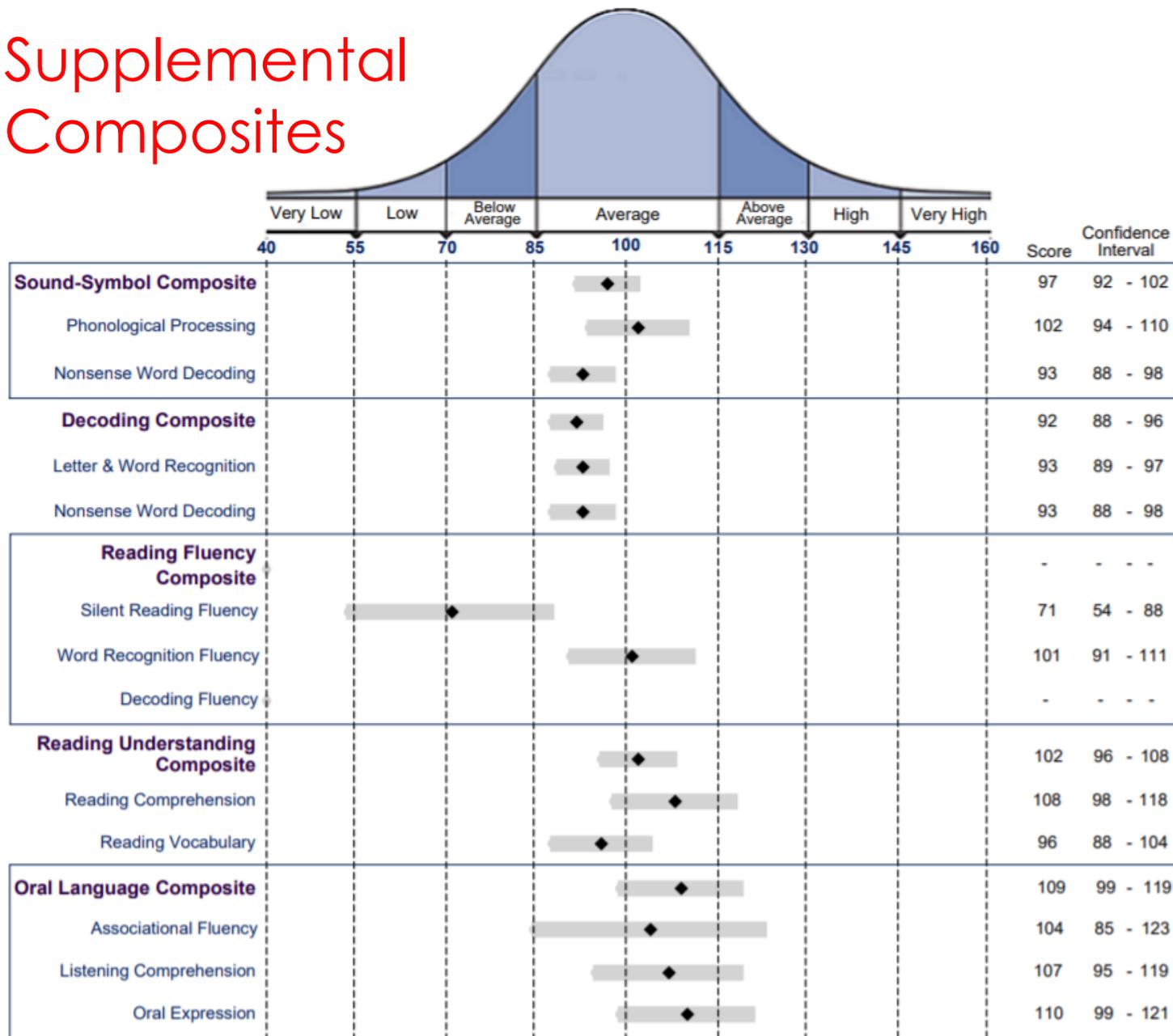
Note. A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.

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

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

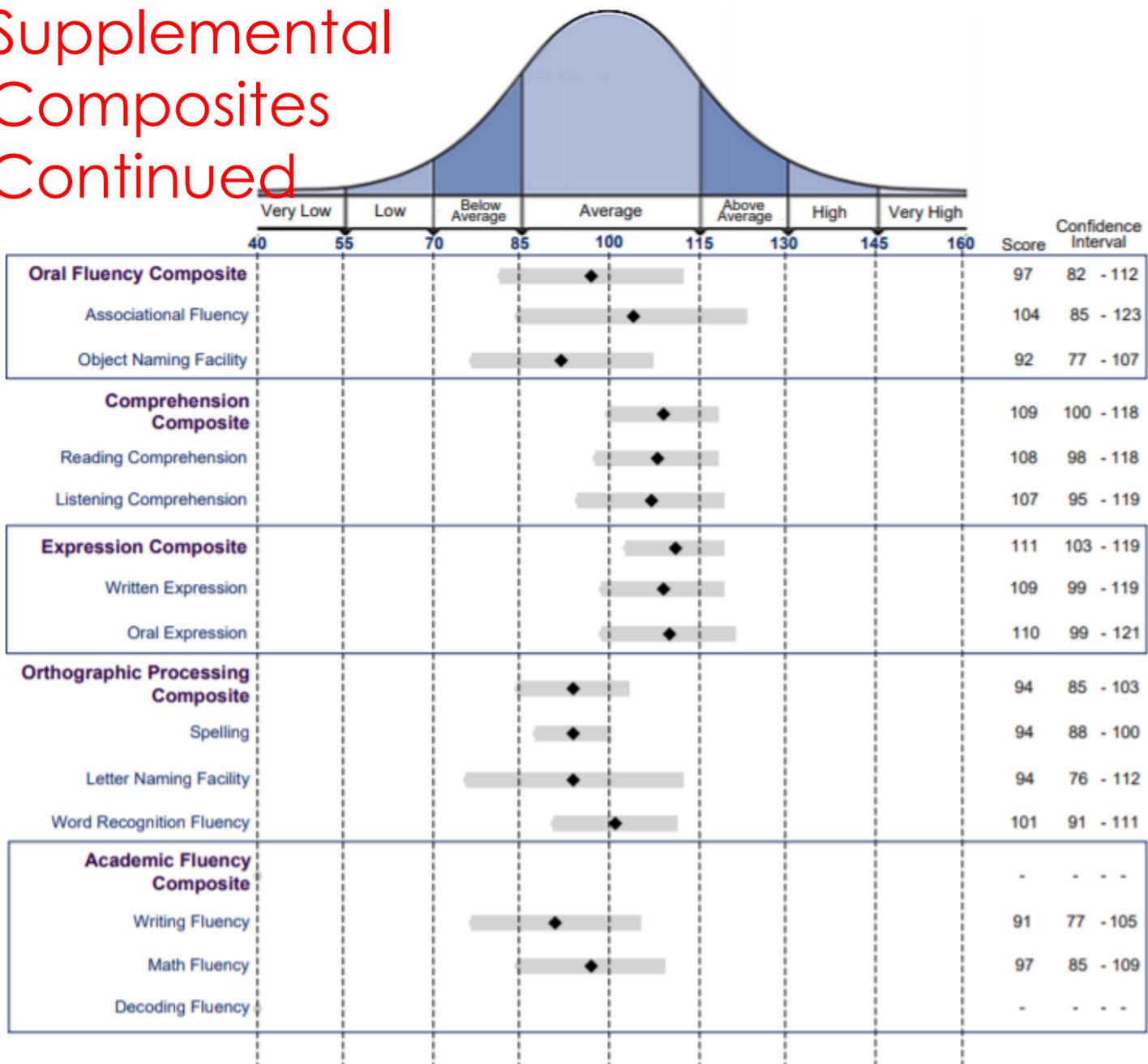
In general, Colin's reading skills are currently less of a weakness than his math skills

Supplemental Composites



- The Reading Fluency Composite is not reported because there is a 30 point difference between two subtest standard scores, (the silent reading basal was not met, so this is not a helpful score) and the third was not measured due to grade level.
- Colin's Reading Understanding Composite was just above the mean for his age, so in this sense he has indeed "caught up" to his peers.
- Colin has a relative strength in Oral Language Composite and relative weakness in Decoding Composite

Supplemental Composites Continued



- Colin's other supplemental composites were also well within the average range, with his Oral Fluency Composite score just below the mean for his age.
- He demonstrated a relative strength in his Comprehension and Expression composites
- He demonstrated a relative weakness in his Orthographic Processing Composite and Academic Fluency Composite



Colin's Standard Scores on the Subtests

WHAT THESE SCORES MEAN

Core Composite Scores

All core composite scores were reported

Core Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Core Composites						
Academic Skills Battery (ASB) Composite	-	583	95	91 - 99	37	Average
Math Concepts & Applications	27	-	87	80 - 94	19	Average
Letter & Word Recognition	36	-	93	89 - 97	32	Average
Written Expression	57 ¹	-	109	99 - 119	73	Average
Math Computation	22	-	92	84 - 100	30	Average
Spelling	20	-	94	88 - 100	34	Average
Reading Comprehension	16 ¹	-	108	98 - 118	70	Average
Reading Composite	-	201	100	95 - 105	50	Average
Letter & Word Recognition	36	-	93	89 - 97	32	Average
Reading Comprehension	16 ¹	-	108	98 - 118	70	Average
Math Composite	-	179	88	82 - 94	21	Average
Math Concepts & Applications	27	-	87	80 - 94	19	Average
Math Computation	22	-	92	84 - 100	30	Average
Written Language Composite	-	203	100	94 - 106	50	Average
Written Expression	57 ¹	-	109	99 - 119	73	Average
Spelling	20	-	94	88 - 100	34	Average

¹ Indicates a raw score that is converted to a weighted raw score (not shown).

² Indicates that a raw score is based on a below grade level item set.

Core Composite: Reading

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Reading Composite	-	201	100	95 - 105	50	Average
Letter & Word Recognition	36	-	93	89 - 97	32	Average
Reading Comprehension	16 ¹	-	108	98 - 118	70	Average

Letter and Word Recognition

- ▶ Tasks: student identifies letters and pronounces words
- ▶ Colin's performance:
- ▶ Observations: Guessed at words based on initial letter; errors tended to be visually similar words; read words fluently – not letter by letter

Reading Comprehension

- ▶ Tasks: Early items require reading a simple instruction then performing the action. Later items involve reading passages and answering comprehension questions
- ▶ Colin's performance: When reading aloud, many of the words were decoded incorrectly, yet answered comprehension questions correctly!
- ▶ Observations: Either understood passage to unexpectedly excellent degree, or seemed to miss the meaning entirely.

Core Composite: Math

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Math Composite	-	179	88	82 - 94	21	Average
Math Concepts & Applications	27	-	87	80 - 94	19	Average
Math Computation	22	-	92	84 - 100	30	Average

Math Concepts & Applications

- ▶ Tasks: student uses number lines, clocks, scales, coins to infer number relationships
- ▶ Colin's performance: did not know U.S. measurement, or how to read number line, analog clock or recognize subtraction as different from addition
- ▶ Observations: confident with single addition

Math Computation

- ▶ Tasks: student writes answers to addition, subtraction, multiplication, division problems
- ▶ Colin's performance: fairly confident then hit a wall of double digit addition; Errors due to wrong operation: added instead of subtracted
- ▶ Observations: used rings of stimulus book to count (not fingers) and reverses 5, 7, 3.

Core Composite: Written Language

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Written Language Composite	-	203	100	94 - 106	50	Average
Written Expression	57 ¹	-	109	99 - 119	73	Average
Spelling	20	-	94	88 - 100	34	Average

Written Expression

- ▶ **Tasks:** The student is asked to complete writing tasks in context of a story such as: writing sentences from dictation, adding punctuation and capitalization, filling in missing words, completing and combining sentences, writing compound and complex sentences, and writing an essay based on the story
- ▶ **Colin's performance:** Strong in word form and structure, but weak in Task.
- ▶ **Observations:** Reread responses to check for errors, but often transposed and reversed letters. Showed fatigue from writing.

Spelling

- ▶ This subtest measures: fundamental phonological processing skills and knowledge of phonics: how we convert sounds to print and mental representations of orthographic patterns
- ▶ **Tasks:** The student is asked to spell a word that is dictated, used in the context of a sentence, then repeated.
- ▶ **Colin's performance:** errors reflected incorrect orthographic representation, not phonetic errors. Many letter reversals!
- ▶ **Observations:** letter formation was slow and laboured

Supplemental Composite Scores

Not Reported:

- Reading Fluency Composite
- Academic Fluency Composite

Supplemental Composite Score Summary Table				
Composite/Subtest	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
<i>Supplemental Composites</i>				
Sound-Symbol Composite	97	92 - 102	42	Average
Phonological Processing	102	94 - 110	55	Average
Nonsense Word Decoding	93	88 - 98	32	Average
Decoding Composite	92	88 - 96	30	Average
Letter & Word Recognition	93	89 - 97	32	Average
Nonsense Word Decoding	93	88 - 98	32	Average
Reading Fluency Composite	-	-	-	-
Silent Reading Fluency	71	54 - 88	3	Below average
Word Recognition Fluency	101	91 - 111	53	Average
Decoding Fluency	-	-	-	-
Reading Understanding Composite	102	96 - 108	55	Average
Reading Comprehension	108	98 - 118	70	Average
Reading Vocabulary	96	88 - 104	39	Average
Oral Language Composite	109	99 - 119	73	Average
Associational Fluency	104	85 - 123	61	Average
Listening Comprehension	107	95 - 119	68	Average
Oral Expression	110	99 - 121	75	Average
Oral Fluency Composite	97	82 - 112	42	Average
Associational Fluency	104	85 - 123	61	Average
Object Naming Facility	92	77 - 107	30	Average
Comprehension Composite	109	100 - 118	73	Average
Reading Comprehension	108	98 - 118	70	Average
Listening Comprehension	107	95 - 119	68	Average
Expression Composite	111	103 - 119	77	Average
Written Expression	109	99 - 119	73	Average
Oral Expression	110	99 - 121	75	Average
Orthographic Processing Composite	94	85 - 103	34	Average
Spelling	94	88 - 100	34	Average
Letter Naming Facility	94	76 - 112	34	Average
Word Recognition Fluency	101	91 - 111	53	Average
Academic Fluency Composite	-	-	-	-
Writing Fluency	91	77 - 105	27	Average
Math Fluency	97	85 - 109	42	Average
Decoding Fluency	-	-	-	-

Sound-Symbol Composite

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
<i>Supplemental Composites</i>						
Sound-Symbol Composite	-	195	97	92 - 102	42	Average
Phonological Processing	33	-	102	94 - 110	55	Average
Nonsense Word Decoding	8	-	93	88 - 98	32	Average

▶ Phonological Processing

Tasks: The student responds orally to items that require manipulation of sounds. Tasks include rhyming, matching, blending, segmenting, and deleting sounds.

Colin's performance: Average in all areas except a relative weakness in segmenting

Observations: he thought it was fun/ny

▶ Nonsense Word Decoding

Tasks: The student applies phonics and structural analysis skills to decode nonsense words of increasing difficulty.

Colin's performance: occasionally transposed, added, or omitted sounds

Observations: quite fast

Decoding Composite

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Decoding Composite	-	186	92	88 - 96	30	Average
Letter & Word Recognition	36	-	93	89 - 97	32	Average
Nonsense Word Decoding	8	-	93	88 - 98	32	Average

Right off the bat we see that his weakest subtest was Nonsense Word Decoding. This is concerning because it is a foundational skill for reading.

Reading Understanding Composite

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Reading Understanding Composite	-	204	102	96 - 108	55	Average
Reading Comprehension	16'	-	108	98 - 118	70	Average
Reading Vocabulary	13	-	96	88 - 104	39	Average

► Reading Vocabulary

Tasks: Early items require student to point to one of three words with similar meaning to target word. Later items require student to read sentence and select word with similar meaning as target word.

Colin's performance: Confident on early items, then started guessing
Observations: fairly confident, even when incorrect

Oral Fluency Composite

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Oral Fluency Composite	-	196	97	82 - 112	42	Average
Associational Fluency	25	-	104	85 - 123	61	Average
Object Naming Facility	36	-	92	77 - 107	30	Average

► Associational Fluency

Tasks: The student says as many words as possible in 60 seconds that belong to a given semantic category.

Colin's performance: got a bit stuck repeating example words

Observations: didn't use theming strategies

► Object Naming Facility

Tasks: The student names pictured objects as quickly as possible during two short trials.
Colin's performance: competitive but got a bit stuck / stressed, which slowed him down

Oral Language Composite

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Oral Language Composite	-	321	109	99 - 119	73	Average
Associational Fluency	25	-	104	85 - 123	61	Average
Listening Comprehension	18 ¹	-	107	95 - 119	68	Average
Oral Expression	32 ¹	-	110	99 - 121	75	Average

► Listening Comprehension

Tasks: Student listens to recorded story then answers verbal questions
Colin's performance: either completely understood or didn't.
Observations: sometimes had difficulty understanding the passages

► Oral Expression

Tasks: Student uses target word(s) to describe pictures of people doing things
Colin's performance: had difficulty using target words correctly; frequently revised responses – several false starts.
Observations: most responses were complete sentences because he paused to consider before speaking

Comprehension Composite

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Comprehension Composite	-	215	109	100 - 118	73	Average
Reading Comprehension	16 ¹	-	108	98 - 118	70	Average
Listening Comprehension	18 ¹	-	107	95 - 119	68	Average

These subtests have been discussed previously.

Expression Composite

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Expression Composite	-	219	111	103 - 119	77	Average
Written Expression	57 ¹	-	109	99 - 119	73	Average
Oral Expression	32 ¹	-	110	99 - 121	75	Average

These subtests have been discussed previously.

Orthographic Processing Composite

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Orthographic Processing Composite	-	289	94	85 - 103	34	Average
Spelling	20	-	94	88 - 100	34	Average
Letter Naming Facility	45	-	94	76 - 112	34	Average
Word Recognition Fluency	37 ^a	-	101	91 - 111	53	Average

▶ Letter Naming Facility

Tasks: The student names pictured letters as quickly as possible during two short trials.

Colin's performance: accurate.

Observations: tried to go very fast, got sort of stuck.

▶ Word Recognition Fluency

Tasks: The student reads aloud as many words as possible in two short trials.

Colin's performance: generally fast and accurate

Observations: got fatigued – slower on second trial

Academic Fluency Composite

Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	95% Confidence Interval	Percentile Rank	Descriptive Category
Academic Fluency Composite	-	-	-	-	-	-
Writing Fluency	8	-	91	77 - 105	27	Average
Math Fluency	10	-	97	85 - 109	42	Average
Decoding Fluency	-	-	-	-	-	-

▶ Writing Fluency

Tasks: The student is asked to write one sentence for each picture, completing as many as possible within five minutes.

Colin's performance: responses were slow, similar in structure, but complete.

Observations: labored letter and word formation (sometimes bottom to top, or second letter before first), some letter reversals.

▶ Math Fluency

Tasks: computation within a 60 sec. time limit
Colin's performance: generally slow and accurate

Observations: numeral formation slow and labored, counted on figures/rings, made errors due to wrong operation

Summary of Assessment

Strengths

- Relative strengths in oral expression, written expression and reading comprehension
- Scored right on the mean for his age group in the Reading and Writing Composites
- Areas of cognitive processing assessed through qualitative observations revealed no particular areas of weakness

Weaknesses

- ▶ Silent Reading Fluency: may need another assessment
- ▶ Relative weaknesses in math, especially on the subtest in Math Concepts & Applications
- ▶ Relative weakness in spelling and letter/word recognition

Recommendations

Support at School

- ▶ Tier 1 interventions: perhaps whole class needs to focus on learning the concept and practicing subtraction, as well as number line, time and units of measurement. Play subtraction BINGO and unscramble spelling words.
- ▶ Tier 2 interventions: focus peer and small group reading sessions on decoding rather than comprehension strategies
- ▶ Tier 3 intervention: focus on visual attention to correct letter and numeral reversals
- ▶ Colin needs more formal decoding instruction before he is promoted to acting as a Peer Mentor in the reading program.

Support at Home

- ▶ Practice subtraction through using cash for allowance and purchases
- ▶ Practice formal spelling and capitalization through family writing activities such as Christmas cards etc
- ▶ Get and encourage use of analog watch
- ▶ Play “mystery bag:” pull items one at a time out of bag and ask Colin to say the word, one sound at a time



Any Questions?