Kaufman Test of Educational Achievement, Third Edition (KTEA 3)

The Kaufman Test of Educational Achievement, Third Edition (KTEA-3) is an individually administered measure of academic achievement for grades prekindergarten through 12, or ages 4 through 25. It provides an analysis of a student’s academic strengths and weaknesses in reading, mathematics, and written language. The Academic Skills Battery composite includes two subtests from each core academic area. In addition, the KTEA 3 provides measures of all eight specific learning disability areas identified in the Individuals with Disabilities Education Improvement Act of 2004.

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| --- | --- |
| Category | Standard Score |
| Very High | 130 or above |
| High | 120-129 |
| Above Average | 110-119 |
| Average | 90-109 |
| Below Average | 80-89 |
| Low | 70-79 |
| Very Low | 69 or below |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Core Composite Score Summary Table** | | | | | | | | | | | | |
| **Composite/Subtest** | **Subtest**  **Raw**  **Scores** | | **Sum of**  **Subtest**  **Standard**  **Scores** | | **Standard**  **Scores** | | **90% Confidence**  **Interval** | | **Percentile**  **Rank** | | **Descriptive**  **Category** | | **Age Equivalent** | | **GSV** |
| ***Core Composites*** |  | |  | |  | |  | |  | |  | |  | |  |
| **Academic Skills Battery (ASB) Composite** | - | | 673 | | 114 | | 111 - 117 | | 82 | | Above average | | - | | - |
| Math Concepts & Applications | 65 | | - | | 89 | | 84 - 94 | | 23 | | Below average | | - | | 535 |
| Letter & Word Recognition | 99 | | - | | 126 | | 121 - 131 | | 96 | | High | | - | | 613 |
| Written Expression | 711 | | - | | 127 | | 117 - 137 | | 96 | | High | | - | | 538 |
| Math Computation | 61 | | - | | 95 | | 90 - 100 | | 37 | | Average | | - | | 549 |
| Spelling | 68 | | - | | 137 | | 131 - 143 | | 99 | | Very high | | - | | 623 |
| Reading Comprehension | 151 | | - | | 99 | | 92 - 106 | | 47 | | Average | | - | | 559 |
| **Reading Composite** | - | | 225 | | 114 | | 109 - 119 | | 82 | | Above average | | - | | - |
| Letter & Word Recognition | 99 | | - | | 126 | | 121 - 131 | | 96 | | High | | - | | 613 |
| Reading Comprehension | 151 | | - | | 99 | | 92 - 106 | | 47 | | Average | | - | | 559 |
| **Math Composite** | - | | 184 | | 91 | | 87 - 95 | | 27 | | Average | | - | | - |
| Math Concepts & Applications | 65 | | - | | 89 | | 84 - 94 | | 23 | | Below average | | - | | 535 |
| Math Computation | 61 | | - | | 95 | | 90 - 100 | | 37 | | Average | | - | | 549 |
| **Written Language Composite** | - | | 264 | | 136 | | 129 - 143 | | 99 | | Very high | | - | | - |
| Written Expression | 711 | | - | | 127 | | 117 - 137 | | 96 | | High | | - | | 538 |
| Spelling | 68 | | - | | 137 | | 131 - 143 | | 99 | | Very high | | - | | 623 |
| **Supplemental Composite Score Summary Table** | | | | | | | | | | | | | | |
| **Composite/Subtest** | | | **Subtest**  **Raw**  **Scores** | | **Sum of**  **Subtest**  **Standard**  **Scores** | | **Standard**  **Scores** | | **90% Confidence**  **Interval** | | **Percentile**  **Rank** | | **Descriptive Category** | | **Age Equivalent** | | | **GSV** |
| ***Supplemental Composites*** | | |  | |  | |  | |  | |  | |  | |  | | |  |
| **Sound-Symbol Composite** | | | - | | 238 | | 123 | | 118 - 128 | | 94 | | High | | - | | | - |
| Phonological Processing | | | 48 | | - | | 119 | | 112 - 126 | | 90 | | Above average | | - | | | 531 |
| Nonsense Word Decoding | | | 51 | | - | | 119 | | 114 - 124 | | 90 | | Above average | | - | | | 566 |
| **Decoding Composite** | | | - | | 245 | | 123 | | 119 - 127 | | 94 | | High | | - | | | - |
| Letter & Word Recognition | | | 99 | | - | | 126 | | 121 - 131 | | 96 | | High | | - | | | 613 |
| Nonsense Word Decoding | | | 51 | | - | | 119 | | 114 - 124 | | 90 | | Above average | | - | | | 566 |
| **Reading Fluency Composite** | | | - | | 323 | | 108 | | 102 - 114 | | 70 | | Average | | - | | | - |
| Silent Reading Fluency | | | 69 | | - | | 113 | | 103 - 123 | | 81 | | Above average | | - | | | 539 |
| Word Recognition Fluency | | | 501 | | - | | 95 | | 87 - 103 | | 37 | | Average | | - | | | 543 |
| Decoding Fluency | | | 42 | | - | | 115 | | 105 - 125 | | 84 | | Above average | | - | | | 572 |
| **Reading Understanding Composite** | | | - | | 222 | | 112 | | 106 - 118 | | 79 | | Above average | | - | | | - |
| Reading Comprehension | | | 151 | | - | | 99 | | 92 - 106 | | 47 | | Average | | - | | | 559 |
| Reading Vocabulary | | | 53 | | - | | 123 | | 116 - 130 | | 94 | | High | | - | | | 591 |
| **Oral Language Composite** | | | - | | 283 | | 92 | | 82 - 102 | | 30 | | Average | | - | | | - |
| Associational Fluency | | | 4 | | - | | 40 | | 25 - 55 | | <0.1 | | Very low | | - | | | 408 |
| Listening Comprehension | | | 261 | | - | | 120 | | 110 - 130 | | 91 | | High | | - | | | 556 |
| Oral Expression | | | 311 | | - | | 123 | | 111 - 135 | | 94 | | High | | - | | | 530 |
| **Oral Fluency Composite** | | | - | | 140 | | 63 | | 49 - 77 | | 1 | | Very low | | - | | | - |
| Associational Fluency | | | 4 | | - | | 40 | | 25 - 55 | | <0.1 | | Very low | | - | | | 408 |
| Object Naming Facility | | | 74 | | - | | 100 | | 86 - 114 | | 50 | | Average | | - | | | - |
| **Comprehension Composite** | | | - | | 219 | | 111 | | 104 - 118 | | 77 | | Above average | | - | | | - |
| Reading Comprehension | | | 151 | | - | | 99 | | 92 - 106 | | 47 | | Average | | - | | | 559 |
| Listening Comprehension | | | 261 | | - | | 120 | | 110 - 130 | | 91 | | High | | - | | | 556 |
| **Expression Composite** | | | - | | 250 | | 131 | | 122 - 140 | | 98 | | Very high | | - | | | - |
| Written Expression | | | 711 | | - | | 127 | | 117 - 137 | | 96 | | High | | - | | | 538 |
| Oral Expression | | | 311 | | - | | 123 | | 111 - 135 | | 94 | | High | | - | | | 530 |
| **Orthographic Processing Composite** | | | - | | 329 | | 111 | | 104 - 118 | | 77 | | Above average | | - | | | - |
| Spelling | | | 68 | | - | | 137 | | 131 - 143 | | 99 | | Very high | | - | | | 623 |
| Letter Naming Facility | | | 79 | | - | | 97 | | 85 - 109 | | 42 | | Average | | - | | | - |
| Word Recognition Fluency | | | 501 | | - | | 95 | | 87 - 103 | | 37 | | Average | | - | | | 543 |
| **Academic Fluency Composite** | | | - | | 329 | | 112 | | 105 - 119 | | 79 | | Above average | | - | | | - |
| Writing Fluency | | | 47 | | - | | 108 | | 96 - 120 | | 70 | | Average | | - | | | 559 |
| Math Fluency | | | 48 | | - | | 106 | | 99 - 113 | | 66 | | Average | | - | | | 605 |
| Decoding Fluency | | | 42 | | - | | 115 | | 105 - 125 | | 84 | | Above average | | - | | | 572 |

**READING SUBTESTS:**

Letter and Word Recognition The student reads isolated words aloud as quickly as possible during two 15-second trials. Colleen scored a standard score of 126 placing her in the 96th percentile which means that she scored better than 96 out of 100 of her same aged peers.

Reading Comprehension This untimed test of silent reading comprehension includes several item types. Early items require matching a symbol or word(s) with its corresponding picture. Subsequent items require reading a simple instruction and responding by performing the action. Later items involve reading passages of increasing difficulty and answering literal and/or inferential questions about them. The most difficult items require rearranging five sentences into a coherent paragraph, and then answering questions about the paragraph. Colleen scored a standard score of 99 placing her in the 47th percentile which means that she scored better than 47 out of 100 of her same aged peers.

Silent Reading Fluency The student silently reads simple sentences and marks yes or no in the Response Booklet to indicate whether the statement is true or false, completing as many items as possible within a two-minute time limit. Colleen scored a standard score of 113 placing her in the 81st percentile which means that she scored better than 81 out of 100 of her same aged peers.

Reading Vocabulary Early items require the student to point to one of three words with the same meaning as a picture and target word. Each of the remaining items requires the examinee to read a sentence (silently or aloud) and say or point to the word in the sentence that has a similar meaning to the target word. Colleen scored a standard score of 123 placing her in the 94th percentile which means that she scored better than 94 out of 100 of her same aged peers.

Nonsense Word Decoding The student applies phonics and structural analysis skills to decode nonsense words of increasing difficulty. Colleen scored a standard score of 119 placing her in the 90th percentile which means that she scored better than 90 out of 100 of her same aged peers.

Word Recognition Fluency The student reads isolated words aloud as quickly as possible during two 15-second trials. Colleen scored a standard score of 95 placing her in the 37th percentile which means that she scored better than 37 out of 100 of her same aged peers.

Decoding Fluency The student reads isolated nonsense words aloud as quickly as possible during two 15-second trials. Colleen scored a standard score of 115 placing her in the 84th percentile which means that she scored better than 84 out of 100 of her same aged peers.

**MATH SUBTESTS:**

Math Concepts and Applications The student responds orally to items that require the application of mathematical principles to real-life situations. Skill categories include number concepts, operation concepts, time and money, measurement, geometry, fractions and decimals, data investigation, and higher math concepts. Colleen scored a standard score of 89 placing her in the 23rd percentile which means that she scored better than 23 out of 100 of her same aged peers.

Math Computation The student writes answers to as many math calculation problems as possible. Skills assessed include simple counting and number identification; addition, subtraction, multiplication, and division operations; fractions and decimals; square roots and exponents; and algebra. Colleen scored a standard score of 95 placing her in the 37th percentile which means that she scored better than 37 out of 100 of her same aged peers.

Math Fluency The student writes answers to as many addition, subtraction, multiplication, and division problems as possible in 60 seconds. Colleen scored a standard score of 106 placing her in the 66th percentile which means that she scored better than 66 out of 100 of her same aged peers.

**WRITING SUBTESTS:**

Written Expression Prekindergarten and kindergarten students trace and copy letters, and write letters, words, and a sentence from dictation. At grades 1 and higher, students complete writing tasks in the context of a grade-appropriate story format. Items at those levels include writing sentences from dictation, adding punctuation and capitalization, filling in missing words, completing sentences, combining sentences, writing compound and complex sentences, and writing an essay based on the story. Colleen scored a standard score of 127 placing her in the 96th percentile which means that she scored better than 96 out of 100 of her same aged peers.

Spelling The easiest items require students to write single letters that represent sounds. The remaining items require students to write increasingly difficult (regular and irregular) words from dictation. Colleen scored a standard score of 137 placing her in the 99th percentile which means that she scored better than 99 out of 100 of her same aged peers.

Writing Fluency The student writes one sentence for each picture presented in the Response Booklet and completes as many items as possible within a five-minute time limit. Colleen scored a standard score of 108 placing her in the 70th percentile which means that she scored better than 70 out of 100 of her same aged peers.

**ORAL LANGUAGE SUBTESTS:**

Listening Comprehension Each item requires the examinee to listen to either a sentence read by the examiner (for the early items) or a recorded passage played via the iPad. After listening to each sentence or passage, the student responds orally to literal and/or inferential comprehension questions asked by the examiner. Colleen scored a standard score of 120 placing her in the 90th percentile which means that she scored better than 90 out of 100 of her same aged peers.

Oral Expression The student responds orally with complete sentences describing the photographs displayed on the iPad. As items progress in difficulty, one or two target words are required in the student’s response. The most difficult items require a response beginning with a phrase or target word(s). Colleen scored a standard score of 123 placing her in the 94th percentile which means that she scored better than 94 out of 100 of her same aged peers.

Associational Fluency Four tasks make up this subtest. Children below Grade 1 are given only the first two tasks. The items assess how many words examinees can name for a particular category in a given amount of time. The student says as many words as possible in 60 seconds that belong to a given semantic category.

Phonological Processing This subtest is an auditory processing skill that relates to words, but occurs in the absence of print. It involves detecting and discriminating differences in phonemes or speech sounds under conditions of a little or no distraction or distortion. The student responds orally to items that require manipulation of sounds. Tasks include rhyming, matching, blending, segmenting, and deleting sounds. Colleen scored a standard score of 119 placing her in the 90th percentile which means that she scored better than 90 out of 100 of her same aged peers.

Object Naming Facility The student names pictured objects as quickly as possible during two short trials. Colleen scored a standard score of 100 placing her in the 50th percentile which means that she scored better than 50 out of 100 of her same aged peers.

Letter Naming Facility The student names a combination of upper and lower case letters as quickly as possible during two short trials. Colleen scored a standard score of 97 placing her in the 42nd percentile which means that she scored better than 42 out of 100 of her same aged peers.

**CORE COMPOSITES**

**The Academic Skills Battery (ASB)** composite consists of the following six subtests: Math Concepts and Applications, Letter and Word Recognition, Written Expression, Math Computation, Spelling, and Reading Comprehension. The scores from these subtests provide a measure of overall academic achievement in reading, math and written language. **Colleen** achieved a standard score of 114 (Above Average) and it is with 90% confidence that her true score is between 111 and 117. The percentile rank 82, indicates she scored as well as or better that 82% of her peers in the norm group. Colleen’s main weakness was in math concepts and applications.

**Reading Composite** consists of the following two subtests: Letter and Word Recognition and Reading Comprehension. The scores from these subtests provide a measure of how the student reads sight words and unpredictable word patterns and then how well student comprehends literal and inferential information. The scores from these subtests provide a measure of overall academic achievement in reading. **Colleen** achieved a standard score of 114 (Above Average) and it is with 90% confidence that her true score is between 109 and 119. The percentile rank 82, indicates she scored as well as or better that 82% of her peers in the norm group. Colleen’s weakness here was reading comprehension. She kept saying she was distracted.

**Math Composite** consists of the following two subtests: Math Concepts and Applications and Math Computation. The score from these subtests provide a measure regarding the student’s mathematical problem solving ability and computational skills. **Colleen** achieved a standard score of 91 (Average range) and it is with 90% confidence that her true score is between 87 and 95. The percentile rank 27, indicates she scored as well as or better that 27% of her peers in the norm group. Kim’s main weakness was in math concepts and applications during which she kept saying she was not good at math and had always hated it.

**Written Language Composite** consists of the following two subtests: Written Expression and Spelling. The score from these subtests provide a measure regarding the student’s ability to communicate effectively in writing and to spell words in isolation and in context. **Colleen** achieved a standard score of 136 (Very High range) and it is with 90% confidence that her true score is between 129 and 143. The percentile rank 99 indicates she scored as well as or better that 99% of her peers in the norm group. Colleen said she enjoyed these parts of the test.

**SUPPLEMENTAL COMPOSITES**

**(Reading Related Composites)**

**Sound-Symbol** consists of the following two subtests: Phonological Processing and Nonsense Word Decoding. The score from these subtests provide a measure regarding the student’s ability to discriminate sounds by segmentation, sequencing, and decoding words. **Colleen** achieved a standard score of 123 (High range) and it is with 95% confidence that her true score is between 118 and 128. The percentile rank 94, indicates she scored as well as or better that 94% of her peers in the norm group. Colleen’s main weakness was in phonological processing. Colleen wanted to divide the sounds into syllables rather than into separate letter sounds.

**Decoding** consists of the following two subtests: Letter and Word Recognition and Nonsense Word Decoding. The score from these subtests provide a measure of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before. **Colleen** achieved a standard score of 123 (High range) and it is with 95% confidence that her true score is between 119 and 127. The percentile rank 94, indicates she scored as well as or better that 94% of her peers in the norm group. Colleen’s main weakness was in Nonsense Word Decoding because she kept giggling at the nonsense words and getting distracted.

**Reading Fluency** consists of the following three subtests: Silent Reading Fluency, Word Recognition Fluency and Decoding Fluency. The score from these subtests provide a measure of the ability to read a text accurately, quickly, and with expression. Fluency is important because it provides a bridge between word recognition and comprehension. When fluent readers read silently, they recognize words automatically. **Colleen** achieved a standard score of 108 (Average range) and it is with 95% confidence that her true score is between 102 and 114. The percentile rank 70, indicates she scored as well as or better that 70% of her peers in the norm group. Colleen’s main weakness was in the word recognition fluency because she was very deliberate and slow in giving her answers.

**Reading Understanding** consists of the following two subtests: Reading Comprehension and Reading Vocabulary. The scores from these subtests provide a measure of the ability to read text, process it and understand its meaning. **Colleen** achieved a standard score of 112 (Above Average range) and it is with 95% confidence that her true score is between 106 and 118. The percentile rank 79, indicates she scored as well as or better that 79% of her peers in the norm group. Colleen excelled in the vocabulary portion of this composite, but was only average in her comprehension.

**(Oral Composites)**

**Oral Language Composite** consists of the following three subtests: Associational Fluency, Listening Comprehension, and Oral Expression. The score from these subtests provide a measure of the ability to communicate with of receptive and expressive language. **Colleen** achieved a standard score of 92 (Average range) and it is with 95% confidence that her true score is between 82 and 102. The percentile rank 30, indicates she scored as well as or better that 30% of her peers in the norm group. Colleen grew flustered in the timing of the associational fluency portion and kept asking questions which made her score very low.

**Oral Fluency Composite** consists of the following two subtests: Associational Fluency and Object Naming Facility. The scores from these subtests provide a measure of how well and easily a student can communicate their ideas clearly and accurately in speech. **Colleen** achieved a standard score of 63 (Very Low range) and it is with 95% confidence that her true score is between 49 and 77. The percentile rank 1, indicates she scored as well as or better that 1% of her peers in the norm group. Colleen grew flustered in the timing of the associational fluency portion and kept asking questions which made her score very low.

**(Cross Domain Composite)**

**Comprehension Composite** consists of the following two subtests: Reading Composite and Listening Composite. The scores from these subtests provide a measure of **listening comprehension**, which is understanding the meaning of spoken words and **reading comprehension**, which is understanding the meaning of written words. **Kim** achieved a standard score of 100 (Average range) and it is with 90% confidence that her true score is between 93 and 107. The percentile rank 50, indicates she scored as well as or better that 94% of her peers in the norm group.

**Expression Composite** consists of the following two subtests: Written Expression and Oral Expression. The scores from these subtests provide a measure of a student’s ability to communicate with writing ability using grammar and syntactic. It also measures a student ability to communicate orally with grammar, syntactic knowledge, and vocabulary knowledge with expressive language. **Colleen** achieved a standard score of 131 (very high range) and it is with 95% confidence that her true score is between 122 and 140. The percentile rank 98, indicates she scored as well as or better that 98% of her peers in the norm group. Colleen’s main strength was in written expression. Colleen was very good at writing complete sentences with proper grammar and punctuation as well making her thoughts complete and thorough.

**Orthographic Processing Composite** consists of the following three subtests: Spelling, Letter Naming Facility, and Word Recognition Fluency. The scores from these subtests provide a measure of a student’s visual memory, or orthographic processing. Visual memory help a student to retain the way words look in print so they can read fluently. Visual memory/Orthographic Processing is critical for reading and writing fluency. **Colleen** achieved a standard score of 111 (Above Average range) and it is with 95% confidence that her true score is between 104 and 118. The percentile rank 77, indicates she scored as well as or better that 77% of her peers in the norm group. Colleens’ main weakness was in word recognition fluency where she took her time to make sure that she didn’t stumble over any of the words.

**Academic Fluency Composite** consists of the following three subtests: Writing Fluency, Math Fluency, and Decoding Fluency. The scores from these subtests provide a measure of a student’s ability to quickly read short sentences, do simple math calculations, and write simple sentences. The pace or speed of performance “automaticity” frees up attention for higher order application. Fluency in foundation skills frees attention for application, creativity, and problem-solving. **Colleen** achieved a standard score of 112 (Above Average range) and it is with 95% confidence that her true score is between 105 and 119. The percentile rank 79, indicates she scored as well as or better that 79% of her peers in the norm group. Colleen’s main weakness was in decoding fluency because she kept giggling at the made up nonsense words.

**Summary**

Colleen scored average or above average in most areas of testing. Her main and obvious weaknesses being math and oral fluency. She tended to grow flustered with timed tests and did not stay focused when she found things to be silly. She was easily distracted on oral fluency tests, and she gave up easily on the math. She stopped doing problems once they required more than one step.

**Recommendations (according to your findings from the test)**

*All Ages*

Ask the student to think about a recent activity he or she participated in (e.g., playing a sport, taking a test, cooking a meal). Ask the student to describe the events with attention to sequence of events, audience awareness, and descriptive detail.

Related to CCSS.ELA-LITERACY.SL.2.4

Display pictures from textbooks, magazines, or newspapers showing characters in various situations. Encourage the student to ask questions about the characters in the pictures (e.g., *Who is in the picture?, What are they doing?, Where are they going?, When is this happening?, Why are they doing what they are doing?*). Then repeat the questions and ask the student to answer them.

Related to CCSS.ELA-LITERACY.SL.1.2

Provide the student with a picture. Ask the student to describe the picture to someone who has never seen it before, using as much detail as possible.

Related to CCSS.ELA-LITERACY.SL.2.4

*For Older Students*

Ask the student to practice speaking with different audiences in mind for a specific purpose (e.g., how would you make a request, persuade, or explain something to your teacher, your parent, your friend, etc.). Focus on word choice, tone, and audience awareness.

Related to CCSS.ELA-LITERACY.SL.5.6

ECHO READING. In this strategy to boost student reading fluency, the teacher selects a text at the student's instructional level. The teacher reads aloud a short section (e.g., one-two sentences at a time) while the student follows along silently. The student then reads the same short section aloud--and the read-aloud activity continues, alternating between teacher and student, until the passage has been completed. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.