Wide Range Achievement Test 4 (WRAT4)

Description of the WRAT4

The WRAT4 is a norm-referenced test that measures the basic academic skills of word reading, sentence comprehension, spelling, and math computation. It was standardized on a representative national sample of over 3,000 individuals ranging in age from 5-94 years. The normative sample was selected according to a stratified national sampling procedure with proportionate allocation controlled for age, gender, ethnicity, geographic region, and parental/obtained education as an index of socioeconomic status. Alternate forms, designated the Blue Form and the Green Form, were developed and equated during standardization by use of a common-person research design. Derived scores were developed for both age- and grade-referenced groups. Standard scores, percentile ranks, stanines, normal curve equivalents, grade equivalents, and Rasch ability scaled scores are provided.

The WRAT4 includes the following four subtests:

* **Word Reading** measures letter and word decoding through letter identification and word recognition.
* **Sentence Comprehension** measures an individual's ability to gain meaning from words and to comprehend ideas and information contained in sentences through the use of a modified cloze technique.
* **Spelling** measures an individual's ability to encode sounds into written form through the use of a dictated spelling format containing both letters and words.
* **Math Computation** measures an individual's ability to perform basic mathematics computations through counting, identifying numbers, solving simple oral problems, and calculating written mathematics problems.
Score Report

by
PAR Staff

Client Information

Name: Sample Client
Client ID: 12345-67890
Gender: Female
Grade: 8th
Date of Test: 09/19/2005 [Blue] and 09/22/2005 [Green]
Date of Birth: 03/18/1991
Age: 14 years, 6 months [Green]; 14 years, 6 months [Blue]

Use of this score report requires a complete understanding of the Wide Range Achievement Test, Fourth Edition (WRAT4) subtests and composite scores, and its interpretation, applications, and limitations as presented in the WRAT4 Professional Manual. This report contains raw and standard scores. Users should refer to the WRAT4 Professional Manual for procedures and guidelines for the interpretation of this report. Users also should refer to the Professional Manual for information about the psychometric characteristics of the WRAT4.

This report should be used as only one source of information about the individual being evaluated. In this respect, no decisions should be based solely on the information contained in this report. The raw and standard scores contained in this report should be integrated with other sources of information when making decisions about this individual. This report is confidential and is intended for use by qualified professionals who have sufficient knowledge of psychometric testing and of the WRAT4. This report should not be released to the respondent or to any individuals who are not qualified to interpret the results.
## Score Summary Table

<table>
<thead>
<tr>
<th>Subtest/Composite</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Confidence Interval</th>
<th>%ile Rank</th>
<th>Grade Equiv.</th>
<th>NCE</th>
<th>Stanine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Reading</td>
<td>101</td>
<td>116</td>
<td>111 - 121</td>
<td>86</td>
<td>11.8</td>
<td>72</td>
<td>7</td>
</tr>
<tr>
<td>Sentence Comprehension</td>
<td>88</td>
<td>106</td>
<td>101 - 111</td>
<td>66</td>
<td>11.4</td>
<td>58</td>
<td>6</td>
</tr>
<tr>
<td>Spelling</td>
<td>57</td>
<td>98</td>
<td>93 - 104</td>
<td>45</td>
<td>7.8</td>
<td>47</td>
<td>5</td>
</tr>
<tr>
<td>Math Computation</td>
<td>57</td>
<td>93</td>
<td>87 - 99</td>
<td>32</td>
<td>6.4</td>
<td>47</td>
<td>4</td>
</tr>
<tr>
<td>Reading Composite</td>
<td>222</td>
<td>111</td>
<td>106 - 116</td>
<td>77</td>
<td>N/A</td>
<td>65</td>
<td>6</td>
</tr>
</tbody>
</table>

* Reading Composite Raw Score = Word Reading Standard Score + Sentence Comprehension Standard Score.

## Standard Score Profile

- **Word Reading**
  - Standard Score: 116
  - Confidence Interval: 111 - 121
  - Percentile Rank: 86
  - Grade Equiv.: 11.8
  - NCE: 72
  - Stanine: 7

- **Sentence Comprehension**
  - Standard Score: 106
  - Confidence Interval: 101 - 111
  - Percentile Rank: 66
  - Grade Equiv.: 11.4
  - NCE: 58
  - Stanine: 6

- **Spelling**
  - Standard Score: 98
  - Confidence Interval: 93 - 104
  - Percentile Rank: 45
  - Grade Equiv.: 7.8
  - NCE: 47
  - Stanine: 5

- **Math Computation**
  - Standard Score: 93
  - Confidence Interval: 87 - 99
  - Percentile Rank: 32
  - Grade Equiv.: 6.4
  - NCE: 47
  - Stanine: 4

- **Reading Composite**
  - Standard Score: 111
  - Confidence Interval: 106 - 116
  - Percentile Rank: 77
  - Grade Equiv.: N/A
  - NCE: 65
  - Stanine: 6
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<th>Stanine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Reading</td>
<td>59</td>
<td>117</td>
<td>109 - 123</td>
<td>87</td>
<td>11.9</td>
<td>74</td>
<td>7</td>
</tr>
<tr>
<td>Sentence Comprehension</td>
<td>46</td>
<td>112</td>
<td>105 - 118</td>
<td>79</td>
<td>12.5</td>
<td>67</td>
<td>7</td>
</tr>
<tr>
<td>Spelling</td>
<td>37</td>
<td>101</td>
<td>94 - 108</td>
<td>53</td>
<td>8.9</td>
<td>51</td>
<td>5</td>
</tr>
<tr>
<td>Math Computation</td>
<td>35</td>
<td>89</td>
<td>81 - 98</td>
<td>23</td>
<td>5.7</td>
<td>35</td>
<td>4</td>
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<tr>
<td>Reading Composite</td>
<td>229</td>
<td>115</td>
<td>110 - 120</td>
<td>84</td>
<td>N/A</td>
<td>71</td>
<td>7</td>
</tr>
</tbody>
</table>

* Reading Composite Raw Score = Word Reading Standard Score + Sentence Comprehension Standard Score.

Standard Score Profile

Standard Score Comparison Table

<table>
<thead>
<tr>
<th>Score Comparisons</th>
<th>Score Difference</th>
<th>Significance Level</th>
<th>Prevalence in Standardization Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Reading &gt; Sentence Comprehension</td>
<td>5</td>
<td>ns</td>
<td>&gt; 25%</td>
</tr>
<tr>
<td>Word Reading &gt; Spelling</td>
<td>16</td>
<td>.10</td>
<td>10%</td>
</tr>
<tr>
<td>Word Reading &gt; Math Computation</td>
<td>28</td>
<td>.01</td>
<td>5%</td>
</tr>
<tr>
<td>Sentence Comprehension &gt; Spelling</td>
<td>11</td>
<td>ns</td>
<td>&gt; 25%</td>
</tr>
<tr>
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<td>23</td>
<td>.01</td>
<td>10%</td>
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<tr>
<td>Word Reading</td>
<td>57</td>
<td>115</td>
<td>107 - 121</td>
<td>84</td>
<td>11.7</td>
<td>71</td>
<td>7</td>
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<tr>
<td>Sentence Comprehension</td>
<td>42</td>
<td>101</td>
<td>94 - 107</td>
<td>53</td>
<td>10.2</td>
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<tr>
<td>Spelling</td>
<td>35</td>
<td>94</td>
<td>87 - 102</td>
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<td>6.8</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>Math Computation</td>
<td>37</td>
<td>97</td>
<td>88 - 106</td>
<td>42</td>
<td>7.3</td>
<td>46</td>
<td>5</td>
</tr>
<tr>
<td>Reading Composite</td>
<td>216</td>
<td>108</td>
<td>103 - 113</td>
<td>70</td>
<td>N/A</td>
<td>61</td>
<td>6</td>
</tr>
</tbody>
</table>

* *Reading Composite Raw Score = Word Reading Standard Score + Sentence Comprehension Standard Score.*

### Standard Score Profile

#### Word Reading
- Standard Score: 115
- Confidence Interval: 107 - 121
- Percentile Rank: 84
- Grade Equiv.: 71
- NCE: 61
- Stanine: 7

#### Sentence Comprehension
- Standard Score: 101
- Confidence Interval: 94 - 107
- Percentile Rank: 53
- Grade Equiv.: 51
- NCE: 51
- Stanine: 5

#### Spelling
- Standard Score: 94
- Confidence Interval: 87 - 102
- Percentile Rank: 42
- Grade Equiv.: 46
- NCE: 46
- Stanine: 5

#### Math Computation
- Standard Score: 97
- Confidence Interval: 88 - 106
- Percentile Rank: 42
- Grade Equiv.: 46
- NCE: 46
- Stanine: 5

#### Reading Composite
- Standard Score: 108
- Confidence Interval: 103 - 113
- Percentile Rank: 70
- Grade Equiv.: 61
- NCE: 61
- Stanine: 6

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<td>14</td>
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<td>25%</td>
</tr>
<tr>
<td>Word Reading &gt; Spelling</td>
<td>21</td>
<td>.01</td>
<td>5%</td>
</tr>
<tr>
<td>Word Reading &gt; Math Computation</td>
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<td>20%</td>
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<tr>
<td>Sentence Comprehension &gt; Spelling</td>
<td>7</td>
<td>ns</td>
<td>&gt; 25%</td>
</tr>
<tr>
<td>Sentence Comprehension &gt; Math Computation</td>
<td>4</td>
<td>ns</td>
<td>&gt; 25%</td>
</tr>
<tr>
<td>Spelling &lt; Math Computation</td>
<td>3</td>
<td>ns</td>
<td>&gt; 25%</td>
</tr>
</tbody>
</table>

End of Report