

Wide Range Achievement Test

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The **Wide Range Achievement Test 4 (WRAT4)** is an achievement test which measures an individual's ability to read words, comprehend sentences, spell, and compute solutions to math problems.^[1] The test currently is in its fourth revision.^[1]

The test was developed in 1941 by psychologists Sidney W. Bijou and Joseph Jastak.^[2]

The test is appropriate for individuals ages 5–94 years. The WRAT4 provides two equivalent forms (Blue and Green), which enables retesting within short periods of time without potential practice effects that occur from repeating the same items. The alternate forms also may be administered together in a single examination.^[1]

The Wide Range Achievement Test 4 (WRAT4) is the latest offering in a test series first published in 1946. The various editions of the Wide Range Achievement Test (WRAT) have enjoyed widespread use in a variety of settings as a measure of the basic academic skills necessary for effective learning, communication, and thinking: reading and spelling words and performing basic mathematical calculations.

The WRAT4 is published by and available from Psychological Assessment Resources, Inc. (<http://www.parinc.com>). A computerized scoring program and interpretive report are also available.

An added feature in the WRAT4 is a Reading Composite Score.

Previous versions of the WRAT4 included WRAT III.

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Description

The Wide Range Achievement Test (WRAT) is a brief achievement test measuring reading recognition, spelling, and arithmetic computation. There are two levels; level I is normed for children ages 5–0 to 11-11; level II is normed for children aged 12 through adults aged 64.

Scoring

Norms provided for the 1978 edition include standard scores with a mean of 100 and a standard deviation of 15, percentile scores, and grade levels. The standard scores are scaled based on the norm group; the grade levels are arbitrarily assigned and can be interpreted only as rough references to achievement level. Only standard scores should be used for comparisons among scores.

Reliability

The manual reports split-half reliabilities of .98 for Reading at both levels, .94 for Arithmetic at both levels, .96 for Spelling I, and .97 for Spelling II. During the norming study, both levels of the WRAT were administered to children ages 9 through 14. Since there is overlap in skills tested between the high end of level I and the low end of level II, this provides another estimate of the reliability of both. On Reading and Spelling, split-half reliabilities ranged from .88 to .94 for different age groups; on Arithmetic they ranged from .79 to .89. These results indicate that overall the reliability of the WRAT is excellent.

Validity

The test most similar to the WRAT is the Peabody Individual Achievement Test (PIAT), another short, individually administered test which covers comparable material. In general the WRAT correlates very highly with the PIAT. The WRAT correlates moderately with various IQ tests, in the range of .40 to .70 for most groups and most tests.

Norms

The 1978 WRAT norms are based on 15,200 subjects for seven states. According to the manual, no attempt was made to make the sample representative of national characteristics. The manual states that minorities were represented, but gives no data on their representation. The sample was stratified by age, sex, and approximately by ability.

Suggested uses

Recommended uses for the test described in the manual include comparing achievement of one person to another, determining learning ability or learning disability, comparing codes with comprehension in order to prescribe remedial programs, and informally assessing error patterns to plan instructional programs.

References

1. Wilkinson, G. S., & Robertson, G. J. (2006). *Wide Range Achievement Test 4 professional manual*. Lutz, FL: Psychological Assessment Resources.
2. Reynolds, Cecil R.; and Fletcher-Janzen, Elaine. "Encyclopedia of special education" (<http://books.google.com/books?id=wdNpBchvdvQC&lpg=PA284&ots=5oQoixdj9t&dq=sidney%20bijou%20baltimore&pg=PA284>), p. 248. John Wiley & Sons, 2007. ISBN 0-471-67802-3. Accessed July 23, 2009.

Further reading

- Reynolds Intellectual Assessment Scales
- Wide Range Assessment of Memory and Learning, Second Edition

External links

- WRAT4 Publisher (<http://www.parinc.com>)

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Categories: Achievement tests

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Testing the Marketplace

BY: BUSINESS OBSERVER

April 15, 2010



Bob and Cathy Smith, founders of Psychological Assessment Resources Inc. in Lutz, have expanded their test offerings to more than 300 since launching the firm 32 years ago. Photo by Mark Wemple.

REVIEW SUMMARY

Company: Psychological Assessment Resources Inc., Lutz.

Industry: Testing resources for professional, educational and corporate uses.

Key: Owns publishing rights to the Self-Directed Search, a popular online career choice tool.

Double-digit unemployment has a way of forcing people to examine what they do for a living and what career changes they should make. For R. Bob Smith III, that means opportunity for his quiet company tucked away near Interstate 275 in Lutz.

Smith and his wife, Cathy, have been operating Psychological Assessment Resources Inc. since 1978 and have built what began as a sideline business into a 60-employee company with annual revenue in the eight-figure range.

One of its top products, the online Self-Directed Search, allows users to click on answers to a battery of questions to help them determine whether the job they have now (or had, if they were recently laid off) is the right fit.

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"There are no right or wrong answers with this test," says Smith, a former Veterans Administration psychologist who is now chairman and CEO of PAR. The assessment, designed specifically for individuals without the need for professional counseling, measures six characteristics designed to match the test-taker to the most appropriate occupation and can serve as good reassurance for people happy in their current job or looking to change.

Currently the largest-selling product marketed by PAR, Smith explained that the Self-Directed Search was originally authored by the late John L. Holland, a former Army classification interviewer who noticed common personality types among his subjects. The original test was available in print form, but after acquiring publishing rights from Holland in 1984, PAR developed software for a computer-based version of the test, then ultimately put it online and has now introduced a mobile version.

"It really gave us a lot more credibility," says Smith, whose company markets more than 300 evaluation tools for use in various professional and government sectors. Sales for the Self-Directed Search alone have advanced during the past 25 years from \$400,000 annually to at least \$2 million, he says.

A better way

While PAR's purchase of those publishing rights has been a driving force in the company's continued growth, with revenue and profits finishing positive each of the last 31 years, the company's genesis resulted from Smith seeking change in the way psychological assessments were provided to the private sector.

On a leap, he left the security of his job at a VA hospital psych ward in Tampa, where his wife continued to work as a nurse for the first few years of the company's existence.

"It started as sort of an experiment," says Smith, who holds a doctorate in psychology from the State University of New York at Albany and continued practicing as a clinical psychologist until 1986. "We didn't know at that point whether it was going to become a business."

Buying the rights to produce the Self-Directed Search started PAR on its growth track, along with other key offerings such as the Neuropsychological Assessment Battery and the Personality Assessment Inventory. Smith won't disclose specifics on the company's recent revenue growth in recent years, except to say those figures now exceed \$25 million annually.

Most of the products in the PAR catalog range from a few dollars to as much as \$20 per use, but Smith believes the return on such investment is literally priceless. Given the upfront costs involved in hiring personnel, or firing them later if things don't turn out well, he would argue that the assessments eventually pay for themselves.

"Interviewing people for jobs is probably the worst predictor of whether they will do well at those jobs," he says. "It's hard today to get good reference information — you call them and they either say he or she is a great person, or we don't give out that sort of information. The only real objective information you have is testing."

Jim Gyurke, vice president of sales and marketing for PAR and a former psychologist, says the use of SDS and other evaluation products could become more valuable as employers start hiring again in the upcoming recovery. The number of qualified candidates for any available position used to be scarce, he says, but now any job posting is likely to attract a slough of applications or resumes.

"Bad hiring decisions can cost a lot of money," Gyurke says, pointing out that traditional interviewing doesn't always help people in charge of hiring sort out how well a candidate will fit into their corporate culture or job demands. A resume outlines someone's knowledge or job skills, yet cannot indicate how well those mesh with the required tasks, he says.

"If you can get the best fit possible between the person and the job, you will have much happier employees and people who are likely to stay in their jobs for a long time," Smith added. "It's a really inexpensive investment up front that will ultimately save you a tremendous amount of money."

Smith also pointed out that the SDS, which costs roughly \$5 to take, can be a good tool for parents of college-bound youngsters to determine the best career choices before declaring a major. In most cases, kids wind up doing something completely different than their parents: None of the Smiths' three grown children work in psychology, though one of them now serves as PAR's online marketing coordinator.

Family workplace

Fostering a family environment is important to PAR, which owns two single-story buildings at 16204 N. Florida Ave. Customer service, distribution and product development are housed in the same area, allowing for quicker response to customers around the world.

"It distinguishes us from our competition," says Cathy Smith, whose official title at PAR is vice president of community relations but easily doubles as the company's matriarch. "We are very focused on customer service and developing long-term relationships."

Beyond day-to-day work, she says PAR tries to keep its employees focused on serving the community even if only a few of its clients are anywhere near the Lutz headquarters. Workers have donated time and money to such causes as domestic abuse prevention, animal shelters and food distribution to residents in need.

"Even though it might be intense at times, it's a fun place to work," Cathy Smith says. "There is a lot of emphasis on community involvement and helping others. If people don't like that, they just don't fit in here."

While PAR is very selective about who it hires, Bob Smith emphasizes that the company tries to take care of its personnel as much as possible, including conducting frequent salary surveys and paying for 100% of their healthcare benefits. The company was recognized last year by Principal Financial Group as one of its "10 Best Companies" based on employee benefits packages.

PAR has also been credited by its own competitors for superior customer service, which Gyurke says is a two-way street. Its best ideas for new products, including 25 to 30 now in development, come by way of customer surveys and other feedback from clients.

"We like to think that we're smart, but our customers are smarter," Gyurke says. "You can build a lot of good stuff, but unless someone wants it and is willing to pay for it, it goes on a shelf."

Morning show boosts assessment

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According to their respective results, Sawyer (who transitioned from "Good Morning America" to "World News Tonight" last year) could be a bartender or therapist; Robin Roberts is suited to be a lyricist; Sam Champion might be a judge and Chris Cuomo would be, of all things, a hair stylist.

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The feature was followed by a series of 60 radio segments across the country promoting the online SDS, which was likely worth the equivalent of hundreds of thousands of dollars in actual advertising. "I probably couldn't buy that amount of time with \$10 million," Gyurke says, adding that the product and company gained an undeterminable amount of credibility and brand awareness in the process.

After paying \$4.95 to take the SDS, customers receive a personalized report outlining their skills and interest rated to career choices. The test analyzes six key personality types — realistic, investigative, artistic, social, enterprising and conventional.

"So few people take jobs knowing what they want to do," Gyurke observed. PAR estimates that more than 30 million people worldwide have taken the SDS, which is available in at least 25 languages.

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Testing the Marketplace

By Business Observer - Thursday, April 15, 2010

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About PAR

From its modest beginnings in Bob and Cathy Smith's home almost 35 years ago, PAR has grown into a leading publisher of psychological assessment materials designed to help our Customers better serve their clients. PAR has built an outstanding reputation in the test publishing industry on the basis of four guiding principles:

- Publish innovative, high quality products that meet Customer needs.
- Deliver unparalleled Customer Service.
- Hire exceptional people and take great care of them.
- Give back to the community through donations of time and financial support to worthwhile organizations that help others.

Independently owned and operated

Today, PAR remains independently owned and operated and is managed by highly trained professionals in every facet of company operations. We continuously seek feedback from Customers about our products and services. We offer products in an array of assessment formats, including print materials, software, apps, and online testing materials, developed to meet the needs of professionals in psychology, mental health, counseling, education, forensics, pharmaceutical product development, and career counseling.

Living the spirit of giving

In 2009, PAR was recognized by the Principal Financial Group as one of the 10 Best Companies for Employee Financial Security in the U.S. The same year, Bob and Cathy Smith received the Spirit of Philanthropy award from the Suncoast Chapter of the Association of Fundraising Professionals for "living the spirit of giving." For five years running, PAR has been the recipient of the United Way's Spirit Award, which recognizes not only financial support but also staff commitment and involvement; last year, Cathy served as a United Way Spirit Award judge.

Creating Connections. Changing Lives.

"Creating Connections, Changing Lives." For us, this is much more than just a slogan. We chose these words to represent PAR not only because they articulate our approach to serving Customers, but also because they reflect the positive impact that our Customers make every day in the lives of their clients. We understand the important work that our Customers do—in hospitals and other health care settings, in private practice, at universities and schools, in forensic settings, in research, and in businesses across the country and around the world. Wherever they are, our Customers truly are creating connections and changing lives. We want to be a partner and trusted resource for the very best assessments to support that work.

On Tuesday, March 31, 2015, from approximately 6:30 p.m. to 8:30 p.m. ET, PAR will be performing routine Web site maintenance. During this time, the PAR Web site will be unavailable. We apologize for the inconvenience.



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Wide Range Achievement Test 4 Interpretive Report (WRAT4-IR)

Software: Gary S. Wilkinson, PhD and PAR Staff; Interpretive Reports: Jack Martin, PhD, Gary S. Wilkinson, PhD, and PAR Staff

Purpose: Provides scoring, profiling, and interpretation for an individual's WRAT4 performance

Age range: 5 to 94 years

Qualification level: B

With the WRAT4-IR, you can quickly generate score reports, interpretive reports, or a feedback report for your client or your client's parents and teachers.

[Click here](#) for pricing.

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Supplemental Product Resources



WRAT4 Feedback Report



WRAT4 Interpretive Report



WRAT4 Score Report

The WRAT4-IR scores, profiles, and interprets an individual's performance on the WRAT4 and generates a Score Report, an Interpretive Report, and a Feedback Report.

- Score Report is the same as that generated by the [WRAT4-SP](#).
- Interpretive Report contains a subtest and composite summary, subtest comparisons (including a suggested interpretation for each comparison), and recommendations based on subtest standard scores and score comparisons.
- Appropriate for sharing with the client, the Feedback Report contains a subtest and composite summary, a summary of score comparisons, and age-appropriate recommendations for the home and classroom.


Requirements

Windows: XP, Vista, 7, 8
 Mac users: install Windows in [VirtualBox](#) or [BootCamp](#).
 Other virtual machine solutions (e.g., Parallels, VMWare) are not supported.


Prerequisites: NTFS file system; Internet connection or telephone for activation; CD-ROM drive for installation

Software



Item number	Product description	List price
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WW-6152-CP	WRAT4-IR-CD-ROM includes interpretive software with On-Screen Help and Quick Start Guide	\$375.00 
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Downloads

Item number	Product description	List price
WW-6152-DL	WRAT4-IR-Download includes interpretive software with On-Screen Help and Software Download Quick Start Guide. Your serial number and a link to download your software will be e-mailed to you.	\$375.00 

Conversions and Upgrades

Item number	Product description	List price
WW-6152-UP	WRAT4-SP to WRAT4-IR Upgrade-CD-ROM	\$180.00 
WW-6152-CV	WRAT4-IR Software Conversion-CD-ROM (For prior purchasers only)	\$50.00 

Related Products

- [Wide Range Achievement Test 4 \(WRAT4\)](#)
- [Wide Range Achievement Test 4 Scoring Program \(WRAT4-SP\)](#)

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by

Gary S. Wilkinson, PhD and Gary J. Robertson, PhD

Feedback Report

Developed by

Jack Martin, PhD, Gary S. Wilkinson, PhD, and PAR Staff

General Information

Name: Sample Client

Gender: Female

Grade: 8th

Date of Test: 09/19/2005

School: Centennial Junior High School

Date of Birth: 03/18/1991

Age: 14 years, 6 months

Ethnicity: Caucasian/White

ID: 12345-67890

Form Administered: Blue

The sharing of this Feedback 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. Examiners who use this report should refer to the WRAT4 Professional Manual for procedures and guidelines for further interpretation. Examiners 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 scores and interpretive statements 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 individuals familiar with the person examined.

PAR Psychological Assessment Resources, Inc. • 16204 North Florida Ave. • Lutz, FL 33549 • 1.800.331.8378 • www.parinc.com

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Version: 1.00 (1.20.029)

Overview

Sample is a 14-year-old female in 8th Grade at Centennial Junior High School. On 09/19/2005, she was administered subtests from the Blue form of the Wide Range Achievement Test Fourth Edition (WRAT4), which is a nationally standardized measure of basic academic skills. The WRAT4 consists of a Reading Composite score and four subtests, Word Reading, Sentence Comprehension, Spelling, and Math Computation. The following sections of this report provide information on Sample's performance on each administered subtest relative to other individuals who were in the same grade grouping as well as information on her performance on each subtest compared to all other administered subtests. The feedback provided in this report provides insight into academic skills presently being demonstrated by Sample which is helpful for planning her educational requirements.

Subtest and Composite Summary

Word Reading

On a test of basic word reading, Sample scored above the Average range. This may indicate that prior learning experiences have Sample well prepared in some areas of basic reading skills.

Sentence Comprehension

On a test of reading comprehension, Sample scored above the Average range. This may indicate that prior learning experiences have Sample well prepared in some areas of reading comprehension.

Spelling

On a test of written spelling, Sample scored in the Average range which indicates a need to continue previous experiences which have led to adequate progress in some written expression skills.

Math Computation

On a test of math calculations, Sample scored in the Below Average to Low range. Sample will likely require some remedial assistance on academic assignments that include math calculation skills.

Reading Composite

The Reading Composite is a combination of scores obtained on the Word Reading and Sentence Comprehension subtests.

Sample scored above the Average range on the combined Reading Composite which may indicate that prior learning experiences have Sample well prepared in some areas of targeted reading skills.

Score Comparison Summary

Based on comparisons between all of the administered WRAT4 subtests, certain patterns of score differences can be obtained. If the score difference involves both subtests in the Average range or above, then it would seem appropriate to continue those educational practices that have been successful. If however, the lower of the two scores falls below the Average range, then some additional academic intervention may be appropriate. The following section of this report provides age-based recommendations for areas in which there was a significant score difference.

Word Reading and Math Computation

Comparisons between scores indicate that Sample scored lower on a test of basic math calculations when compared to a test of basic word reading. Based on Sample's scores, it is suggested that teachers look for opportunities to tutor younger students on a concept that Sample has mastered. In addition, parents may be encouraged to purchase a calculator or computer program that allows Sample to re-check all math homework before it is submitted.

Sentence Comprehension and Math Computation

Comparisons between scores indicate that Sample scored lower on a test of math calculations when compared to a test of reading comprehension. Based on Sample's scores, it is suggested that when a long assignment is given that requires multiple calculations, the teacher require Sample to complete fewer problems than the rest of her classmates, as long as comprehension of the lesson objective was attained. Parents might encourage the use of computer games that require more abstract reasoning skills that include math calculations.

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End of Report



by

Gary S. Wilkinson, PhD and Gary J. Robertson, PhD

Interpretive Report

Developed by

Jack Martin, PhD, Gary S. Wilkinson, PhD, and PAR Staff

General Information

Name: Sample Client

Gender: Female

Grade: 8th

Date of Test: 09/19/2005

School: Centennial Junior High School

Date of Birth: 03/18/1991

Age: 14 years, 6 months

Ethnicity: Caucasian/White

ID: 12345-67890

Form Administered: Blue

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Version: 1.00 (1.20.029)

Overview

Sample is a 14-year-old female in 8th Grade at Centennial Junior High School. She was administered subtests from the Blue form of the WRAT4 on 09/19/2005. The WRAT4 is a reliable norm-referenced test that has been standardized to assess core academic abilities in basic reading, spelling, comprehending sentences, and math computation. In the following sections of this report Sample's performance on the WRAT4 subtests and composite will be compared to her grade peer group from the normative population to help determine if any interindividual discrepancies are present. In addition, Sample's scores also will be compared to each other to aid in determining if any intra-achievement differences exist. It is important to note that the standard scores presented in this report are based on a mean of 100 and a standard deviation of 15. Concerns will be identified as they were noted on 09/19/2005.

WRAT4

BLUE TEST FORM

Score Summary Table

Subtest/Composite	Raw Score	Standard Score Norms: Grade - Fall	Confidence Interval 95%	%ile Rank	Grade Equiv.	NCE	Stanine
Word Reading	59	115	107 - 122	84	11.9	71	7
Sentence Comprehension	46	119	111 - 126	90	12.5	77	8
Spelling	37	102	92 - 112	55	8.9	53	5
Math Computation	35	89	79 - 100	23	5.7	35	4
Reading Composite*	234	118	111 - 124	88	N/A	75	7

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

Subtest and Composite Summary

Word Reading

The Word Reading subtest measures decoding skills through letter and word recognition. Sample attained a standard score of 115 which is within the Above Average range. A standard score of 115 is equivalent to a percentile rank of 84. This means that 84% of students in the standardization sample obtained a standard score at or below 115 on the Word Reading subtest. Based on the standard score, Sample obtained a NCE of 71 and a Stanine score of 7. Her performance on the Word Reading subtest is also comparable to the average score of students in the standardization sample who were in the 9th month of Grade 11. It is important to note that grade equivalency scores must be interpreted with some caution as they may not produce actual instructional levels but instead reflect the performance of students who were assessed while in that particular grade.

Sentence Comprehension

The Sentence Comprehension subtest uses a modified cloze procedure to measure the ability to gain meaning from words and to comprehend ideas contained in sentences. It can be added to the reading area to enhance the scope of the content measured and to explore one's inferential

ability to seek a level of understanding required in reading comprehension. Sample attained a standard score of 119 which is within the Above Average range. A standard score of 119 is equivalent to a percentile rank of 90. This means that 90% of students in the standardization sample obtained a standard score at or below 119 on the Sentence Comprehension subtest. Based on the standard score, Sample obtained a NCE of 77 and a Stanine score of 8. Her performance on the Sentence Comprehension subtest is also comparable to the average score of students in the standardization sample who were in the 5th month of Grade 12.

Spelling

The Spelling subtest utilizes a dictated spelling format to measure the ability to encode sounds into written form as letters or words. Sample attained a standard score of 102 which is within the Average range. A standard score of 102 is equivalent to a percentile rank of 55. This means that 55% of students in the standardization sample obtained a standard score at or below 102 on the Spelling subtest. Based on the standard score, Sample obtained a NCE of 53 and a Stanine score of 5. Her performance on the Spelling subtest is also comparable to the average score of students in the standardization sample who were in the 9th month of Grade 8.

Math Computation

Math Computation involves counting, identifying numbers, solving simple oral problems, as well as calculating written math problems. Each of these require various operations which allow for the measurement of Sample's performance in basic mathematical computations. Sample attained a standard score of 89 which is within the Below Average range. A standard score of 89 is equivalent to a percentile rank of 23. This means that 23% of students in the standardization sample obtained a standard score at or below 89 on the Math Computation subtest. Based on the standard score, Sample obtained a NCE of 35 and a Stanine score of 4. Her performance on the Math Computation subtest is also comparable to the average score of students in the standardization sample who were in the 7th month of Grade 5.

Reading Composite

This involves a calculation from the Word Reading and Sentence Comprehension subtests which provides a more reliable and comprehensive measure of overall reading achievement. Sample attained a standard score of 118 which is within the Above Average range. A standard score of 118 is equivalent to a percentile rank of 88. This means that 88% of students in the standardization sample obtained a standard score at or below 118 on the Reading Composite. Based on the standard score, Sample obtained a NCE of 75 and a Stanine score of 7. It is important to note that Grade Equivalency scores are not reported for the Reading Composite.

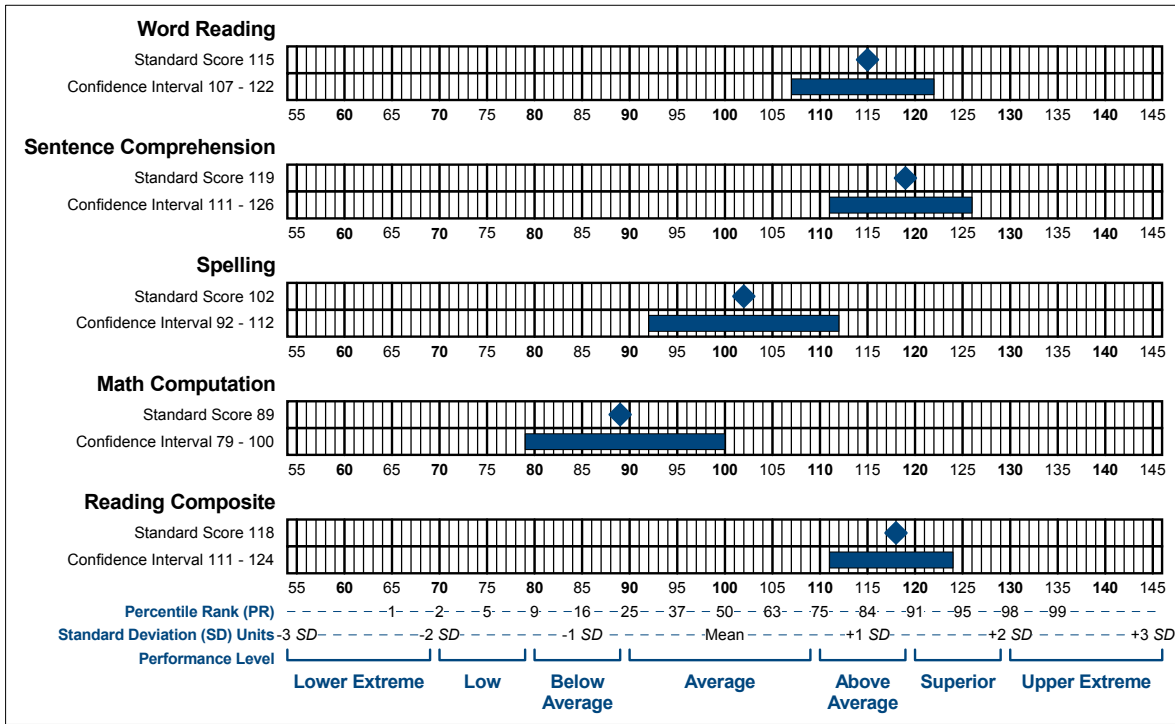
Score Comparison Summary

Sample's scores on each of the administered subtests should be compared with other measures of core achievement skills, intellectual abilities, and behavioral information to provide a more comprehensive picture of her academic requirements.

It is also important to compare Sample's performance on each WRAT4 subtest to all other administered subtests. The following sections of the report provide a Standard Score Profile which can be used to visually examine any score difference, a Standard Score Comparison Table which provides information regarding the significance and prevalence of score

differences, and a Subtest Comparison section which describes each of the score comparisons and provides interpretation of these results.

Standard Score Profile



A visual inspection of the Standard Score Profile will usually indicate when a more comprehensive analysis is needed. This decision will be based primarily upon whether or not the subtest confidence bands overlap on the profile. The confidence bands are the result of reliability measures and are based upon the standard error of estimate for each subtest. If all confidence intervals overlap, this indicates the performances in all assessed areas are essentially similar. It provides little evidence that more extensive investigation is required and the profile might be best explained by a single general classification of scores as being within the same relative range such as “average.” If one or more pairs of confidence intervals do not overlap, then a more detailed interpretation should be considered. This interpretative process must include relevant background factors and alternative sources of information about the individual and must not rely simply on a set of numbers derived from a test.

The statistical significance of any subtest score differences is included in the following section of this report. This significance level must be augmented by the prevalence rate which defines the extent to which such differences actually occurred in the standardization sample. This will lead to an informed decision about which differences are meaningful and worth further investigation. The decision may include the combination of additional standardized or criterion-referenced assessments, observations, and reports from multiple raters, or responses to attempted interventions, and the clinical judgment of experienced and knowledgeable professionals.

Standard Score Comparison Table

Score Comparisons	Score Difference	Significance Level	Prevalence in Standardization Sample
Word Reading < Sentence Comprehension	4	ns	> 25%
Word Reading > Spelling	13	ns	15%
Word Reading > Math Computation	26	.01	10%
Sentence Comprehension > Spelling	17	.05	20%
Sentence Comprehension > Math Computation	30	.01	5%
Spelling > Math Computation	13	ns	> 25%

Subtest Comparisons

Each subtest has been compared to all other administered subtests to determine if a statistically significant difference exists and some consideration is given to the weaker of these subtests.

Word Reading and Sentence Comprehension

The standard score attained by Sample in the Word Reading subtest is less than the standard score attained in the Sentence Comprehension subtest, however they are not statistically different from each other. Specific error analysis between the Word Reading and Sentence Comprehension subtests may provide hypotheses to be investigated with data from additional standardized measures, observational impressions, and ratings from other sources to assist in program requirements.

Word Reading and Spelling

The standard score attained by Sample in the Word Reading subtest is greater than the standard score attained in the Spelling subtest, however they are not statistically different from each other. Specific error analysis between the Word Reading and Spelling subtests may provide hypotheses to be investigated with data from additional standardized measures, observational impressions, and ratings from other sources to assist in program requirements.

Word Reading and Math Computation

The standard score attained by Sample in the Word Reading subtest is greater than the standard score attained in the Math Computation subtest and they are statistically different from each other at the .01 significance level. The difference between these scores was found at the Prevalence Rate of 10% in the standardization sample. Thus, interpretations should include both statistical and practical considerations. The implication of this scoring pattern is that Sample has a weakness in her basic mathematical ability when compared to her core reading decoding skills.

Sentence Comprehension and Spelling

The standard score attained by Sample in the Sentence Comprehension subtest is greater than the standard score attained in the Spelling subtest and they are statistically different from each other at the .05 significance level. The difference between these scores was found at the Prevalence Rate of 20% in the standardization sample. Thus, interpretations should include both statistical and practical considerations. The implication of this scoring pattern is that Sample has a weakness in her ability to produce written letters or words from dictation when compared to her ability to gather meaning from printed words. Although a weakness was found when Sample's standard score in the Spelling subtest was compared to her standard

score in the Sentence Comprehension subtest, it is important to note that her Spelling Standard Score of 102 is within the Average range.

Sentence Comprehension and Math Computation

The standard score attained by Sample in the Sentence Comprehension subtest is greater than the standard score attained in the Math Computation subtest and they are statistically different from each other at the .01 significance level. The difference between these scores was found at the Prevalence Rate of 5% in the standardization sample. Thus, interpretations should include both statistical and practical considerations. The implication of this scoring pattern is that Sample has a weakness in her ability to complete math calculations when compared to her ability to comprehend meaning from written words.

Spelling and Math Computation

The standard score attained by Sample in the Spelling subtest is greater than the standard score attained in the Math Computation subtest, however they are not statistically different from each other. Specific error analysis between the Spelling and Math Computation subtests may provide hypotheses to be investigated with data from additional standardized measures, observational impressions, and ratings from other sources to assist in program requirements.

Recommendations

Sample has scored below the average range in Math Computation. This should be noted as a sign for possible remedial considerations in this area. Available individual and group support systems may be considered in collaboration with teachers, aides, peers, and family sources to attempt to raise academic performances.

The standard score obtained on the Spelling subtest is within the average range for Sample. This indicates that Sample's core academic skills in Spelling are comparable to other individuals in the same peer grouping. Age-appropriate materials should continue to provide continued chances for educational success.

Sample has scored above the average range in Word Reading, Sentence Comprehension, and Reading. This may be a sign that some academic strengths are evident. With other assessment and observational information, the extent of these advances may be discovered and nurtured with appropriate learning materials.

The statistical significance and prevalence rate of score differences are presented earlier in this report in the Score Comparison Summary section. Based on comparisons between all of the administered WRAT4 subtests, certain patterns of score differences can be obtained. If the score difference involves both subtests in the Average range or above, then it would seem appropriate to continue those educational practices that have been successful. If however, the lower of the two scores falls below the Average range, then some additional academic intervention may be appropriate. The following section consists of recommendations for standard scores that fell below the Average range (≤ 89) and were found to have a significant score difference (.05 significance level) when compared to another administered subtest.

The standard score in Math Computation is significantly lower than the standard score in Word Reading. A difference between these two core academic abilities suggests that other forms of evaluation are warranted in additional areas of math performance.

The standard score in Math Computation is significantly lower than the standard score in Sentence Comprehension. An item by item review of Sample's math performance should give criteria to establish the next level of math instruction which can be shared with instructional staff.

More individualized suggestions may be present in the Score Comparison section of the Feedback Report where the .15 level of significance for subtest differences was utilized due to the supportive nature of these proposals. The analysis of specific test items on the WRAT4 can sometimes give insight into a hypothesis in need of review.

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End of Report



by
Gary S. Wilkinson, PhD and Gary J. Robertson, PhD

Score Report

by
PAR Staff

Client Information

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

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.

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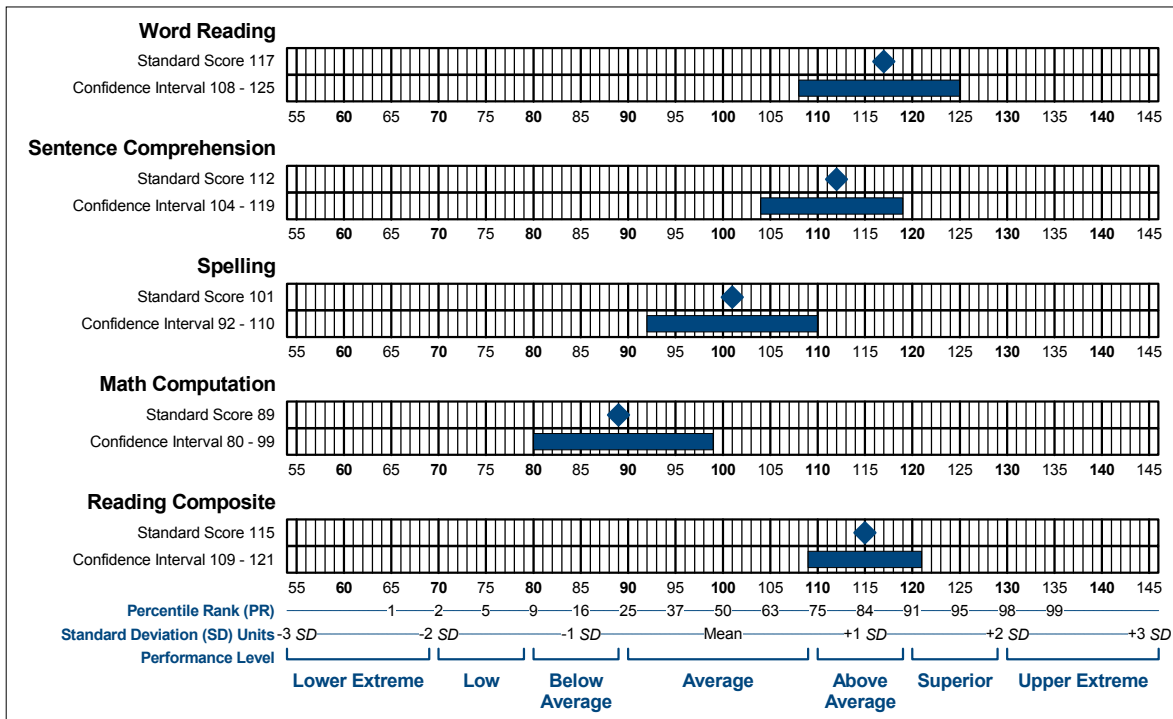
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Score Summary Table

Subtest/Composite	Raw Score	Standard Score Norms: Age	Confidence Interval 95%	%ile Rank	Grade Equiv.	NCE	Stanine
Word Reading	59	117	108 - 125	87	11.9	74	7
Sentence Comprehension	46	112	104 - 119	79	12.5	67	7
Spelling	37	101	92 - 110	53	8.9	51	5
Math Computation	35	89	80 - 99	23	5.7	35	4
Reading Composite*	229	115	109 - 121	84	N/A	71	7

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

Standard Score Profile



Standard Score Comparison Table

Score Comparisons	Score Difference	Significance Level	Prevalence in Standardization Sample
Word Reading > Sentence Comprehension	5	ns	> 25%
Word Reading > Spelling	16	.10	10%
Word Reading > Math Computation	28	.01	5%
Sentence Comprehension > Spelling	11	ns	> 25%
Sentence Comprehension > Math Computation	23	.01	10%
Spelling > Math Computation	12	ns	> 25%

End of Report

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Wide Range Achievement Test 3 (WRAT3)

Gary S. Wilkinson, PhD

Purpose: Measure the development of reading, spelling, and arithmetic skills

Age range: 5 to 75 years

Admin: Individual or group

Admin time: 15-30 minutes; less than 5 minutes to score

Scoring time: 5 minutes

Qualification level: B

WRAT3 materials are not returnable. Customers ordering WRAT materials for the first time should order the WRAT4.

[Click here](#) for pricing.



The WRAT3 provides valid and reliable information on individual achievement. It identifies the level of coding performance and helps to identify learning disabilities in reading, spelling, and arithmetic when used in conjunction with a comprehensive test of general ability.

Each of the two equivalent, alternate test forms (Blue and Tan) consists of three subtests that focus on specific coding skills: Reading, Spelling, and Arithmetic. The Profile/Analysis Form allows you to compare and/or combine results from the Blue and Tan Forms for a more comprehensive analysis of an individual's skills.

Note: WRAT3 forms are nonreturnable. [Click here](#) to order the WRAT4, the most recent edition in the WRAT series.

Manuals, Books, and Equipment

Item number	Product description	List price
WW-5622-AC	WRAT3 Reading and Spelling Word List Cards (set of 2)	\$32.00

Forms and Booklets

Item number	Product description	List price
WW-5619-TB	WRAT3 Blue Test Forms (pkg/25)	\$70.00
WW-5620-TB	WRAT3 Tan Test Forms (pkg/25)	\$70.00
WW-5621-PF	WRAT3 Profile/Analysis Forms (pkg/25)	\$50.00
WW-5623-TB	WRAT3 Blue Test Forms--Large Print (pkg/10)	\$70.00

Miscellaneous

Item number	Product description	List price
WW-9576-ZZ	WRAT3 Soft Canvas Carrying Case	\$44.00 

Related Products

[Wide Range Achievement Test 4 \(WRAT4\)](#)

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Leslie C. Morey, PhD, PAR Staff

Purpose: Administers the PAI and PAS on-screen and generates PAI and PAS reports

Age range: 18 to 89 years

Admin: Individual

Admin time: 50-60 minutes to administer test

Qualification level: C

Available format(s):

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You pay per use only if you choose to administer the PAI or PAS on-screen. A serial number is used to activate the on-screen administration counters.

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(Can purchase only Level A products.)

No special qualifications are required, although the range of products eligible for purchase is limited.

Qualification Level: S
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