

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. The KTEA-3 has two independent, parallel forms (A and B), covers a wide range of achievement and language domains, and provides error analysis capabilities.

Date:

Administered by:

Standard Score	Descriptor
146 and above	Very Superior
131 to 145	Superior
116 to 130	High Average
86 to 115	Average
71 to 85	Low Average
56 to 70	Low
55 and below	Very Low

Supplemental Composite Scores

Subtest	Subtest Description	Standard Score	Descriptor
Sound-Symbol Composite	A combination of Phonological Processing and Letter & Word Recognition.	XX	
Phonological Processing	The student responds orally to items that require manipulation of the sounds within words		
Nonsense Word Decoding	The student pronounces made-up words.		
Decoding Composite	A combination of Letter & Word Recognition and Nonsense Word Decoding	XX	
Letter & Word Recognition	The student identifies letters and reads grade-appropriate words.		
Nonsense Word Decoding	The student pronounces made-up words.		
Reading Fluency Composite	A combination of Silent Reading Fluency, Word Recognition Fluency, and Decoding Fluency.	XX	
Silent Reading Fluency	The student has two minutes to silently read simple questions, and circle yes or no to each one.		
Word Recognition Fluency	The student reads as many words as		

	possible within a time limit.		
Decoding Fluency	The student reads as many made-up words as possible within a time limit.		
Reading Understanding Composite	A combination of Reading Comprehension and Reading Vocabulary.	XX	
Reading Comprehension	The student reads symbols, words, sentences, and passages appropriate to his or her grade level, and then responds to comprehension questions.		
Reading Vocabulary	The student reads a word in the context of a picture (early items) or a sentence (later items), and then selects a word that means the same thing.		
Oral Language Composite	A combination of Associational Fluency, Listening Comprehension, and Oral Expression.	XX	
Associational Fluency	The student has 60 seconds to say as many words as possible that belong to a particular category, such as animals or games.		
Listening Comprehension	The student listens to sentences or passages, and then responds to comprehension questions.		
Oral Expression	The student says a sentence to describe a photograph. Later items require the use of specific words or phrases.		
Oral Fluency Composite	A combination of Associational Fluency and Object Naming Facility	XX	
Associational Fluency	The student has 60 seconds to say as many words as possible that belong to a particular category, such as animals or games.		
Object Naming Facility	The student names pictured objects as quickly as possible.		
Comprehension Composite	A combination of Reading Comprehension and Listening Comprehension		
Reading Comprehension	The student reads symbols, words, sentences, and passages appropriate to his or her grade level, and then responds to		

	comprehension questions.		
Listening Comprehension	The student listens to sentences or passages, and then responds to comprehension questions.		
Expression Composite	A combination of Written Expression and Oral Expression	XX	
Written Expression	The student hears a story presented with pictures in a booklet and completes the story by writing letters, words, sentences, and (for students in grade 1 or higher) an essay.		
Oral Expression	The student says a sentence to describe a photograph. Later items require the use of specific words or phrases.		
Orthographic Processing Composite	A combination of Spelling, Letter Naming Facility, and Word Recognition Fluency.	XX	
Spelling	The student writes single letters and spells words dictated by the examiner.		
Letter Naming Facility	The student names upper-and lowercase letters as quickly as possible.		
Word Recognition Fluency	The student reads as many words as possible within a time limit.		
Academic Fluency Composite	A combination of Writing Fluency, Math Fluency, and Decoding Fluency.	XX	
Writing Fluency	The student writes simple sentences, each one describing a different picture, within a time limit.		
Math Fluency	The student writes answers to simple arithmetic problems within a time limit. Problems include addition and subtraction, and for later items, multiplication and division.		
Decoding Fluency	The student reads as many made-up words as possible within a time limit.		

Core Composite Scores

Subtest	Subtest Description	Standard Score	Descriptor
Academic Skills Battery (ASB) Composite	A combination of Math Concepts & Applications, Letter & Word Recognition, Written Expression, Math Computation, Spelling, and Reading Comprehension.		
Math Concepts & Applications	The student solves math problems that relate to real life situations and assess skills such as number concepts, arithmetic, time and money, and measurement.		
Letter & Word Recognition	The student identifies letters and reads grade-appropriate words.		
Written Expression	The student hears a story presented with pictures in a booklet and completes the story by writing letters, words, sentences, and (for students in grade 1 or higher) an essay.		
Math Computation	The student solves written math calculation problems.		
Spelling	The student writes single letters and spells words dictated by the examiner.		
Reading Comprehension	The student reads symbols, words, sentences, and passages appropriate to his or her grade level, and then responds to comprehension questions.		
Reading Composite	A combination of Letter & Word Recognition and Reading Comprehension		
Letter & Word Recognition	The student identifies letters and reads grade-appropriate words.		
Reading Comprehension	The student reads symbols, words, sentences, and passages appropriate to his or her grade level, and then responds to comprehension questions.		

Math Composite	A combination of Math Concepts & Applications and Math Computation		
Math Concepts & Applications	The student solves math problems that relate to real life situations and assess skills such as number concepts, arithmetic, time and money, and measurement.		
Math Computations	The student solves written math calculation problems.		
Written Language Composite	A combination of Written Expression and Spelling.		
Written Expression	The student hears a story presented with pictures in a booklet and completes the story by writing letters, words, sentences, and (for students in grade 1 or higher) an essay.		
Spelling	The student writes single letters and spells words dictated by the examiner.		

Testing Observations

[List any observations from your testing session. You can note the student's behaviors, what they shared, if they needed breaks, how many days testing took, etc.]

Reading

The reading portion of the KTEA-3 consists of four subtests; Letter & Word Recognition, Nonsense Word Decoding, Reading Comprehension, and Reading Vocabulary. Since the Academic Skills Battery Composite was given only the subtests of Letter & Word Recognition and Reading Comprehension were given to Daniel in the Reading portion. On the **Letter & Word Recognition** subtest, students are asked to identify letters and read grade-appropriate words. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Nonsense Word Decoding** Subtest, students are asked to pronounce made-up words. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Reading Comprehension** subtests, students read symbols, words, sentences, and passages appropriate to his or her grade level, and then respond to comprehension questions. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Reading Vocabulary** subtest, students read a word in the context of a picture or sentence, and then select a word that means the same thing. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST]

Overall, for the **Decoding Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [###]. For the **Reading Understanding Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [###]. For the **Comprehension Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [###]. For the **Reading Composite**, [STUDENT] scored in the [FILL IN]

range with a standard score of [###]. These reading scores show that [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.]

Reading Fluency

The reading fluency portion of the KTEA-3 consists of three subtests; Word Recognition Fluency, Decoding Fluency, and Silent Reading Fluency. On the **Word Recognition Fluency** subtest, students are asked to read as many words as possible within a time limit. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Decoding Fluency** subtest, students are asked to read as many made-up words as possible within a time limit. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Silent Reading Fluency** subtest, a student has two minutes to silently read simple questions, and circle yes or no to each one. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST]

Overall, for the **Reading Fluency Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.]

Mathematics

The mathematics portion of the KTEA-3 consists of three subtests; Math Concepts & Applications, Math Computation, and Math Fluency. On the **Math Concepts & Applications** subtest, students solve math problems that relate to real life situations and assess skills such as number concepts, arithmetic, time and money, and measurement. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Math Computation** subtest, students solve written math calculation problems. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Math Fluency** subtest, students write answers to simple arithmetic problems within a time limit. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST]

Overall, for the **Math Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.]

Writing

The writing portion of the KTEA-3 consists of three subtests; Written Expression, Spelling, and Writing Fluency. On the **Written Expression** subtest, the student hears a story presented with pictures in a booklet and completes the story by writing letters, words, sentences, and an essay. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Spelling** subtest, students write single letters, and spell words dictated by the examiner. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Writing Fluency** subtest, students write simple sentences, each one describing a different picture, within a time limit. [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST]

Overall, for the **Written Language Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [###]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.] For the **Orthographic Processing Composite**, [STUDENT]

scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.]

Oral Language

The oral language portion of the KTEA-3 has three subtests; Listening Comprehension, Oral Expression, and Associational Fluency. On the **Listening Comprehension** subtest, the student listens to sentences or passages, and then responds to comprehension questions. [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Oral Expression** subtest, the student says a sentence to describe a photograph and then later, uses specific words or phrases. [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Associational Fluency** subtest, the student has 60 seconds to say as many words as possible that belong to a particular category. [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST]

Overall, for the **Oral Language Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.] For the **Expression Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.]

Language Processing

The language processing portion of the KTEA-3 has three subtests; Phonological Processing, Object Naming Facility, and Letter Naming Facility. On the **Phonological Processing** subtest, the student responds orally to items that require manipulation of the sounds within words. [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Object Naming Facility** subtest, students name pictured objects as quickly as possible. [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST] On the **Letter Naming Facility** subtest, students name upper- and lowercase letters as quickly as possible. [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF WHAT STUDENT WAS OR WAS NOT ABLE TO DO ON THE SUBTEST]

Overall, for the **Sound-Symbol Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.] For the **Oral Fluency Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.]

Overall

For the **Academic Fluency Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.] For the **Academic Skills Battery (ASB) Composite**, [STUDENT] scored in the [FILL IN] range with a standard score of [##]. [GIVE EXAMPLES OF HOW THESE SCORES MAY AFFECT THE STUDENT IN CLASS AND GIVE RECOMMENDATIONS.]

