

Broad Band Achievement Test: Test Interpretation & Write up

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Introduction of Assessment Instrument

The Wechsler Individual Achievement Test (IV) (WIAT-4) is an achievement test used to assess an individual's academic achievement- their ability to apply cognitive skills and learned knowledge to grade-level expectations- in reading, math, and written and oral language. Within the testing kit, there is an administration manual for instructions and proper administration of the test, a stimulus book for visual aids to support various questions in the test, an oral fluency booklet used for certain reading passages, a flash drive used for audio files, and the scoring manual for proper scoring of the test. During the testing, the student was silly but focused. He seemed determined to answer the questions to the best of his ability. The test scores presented are not a full picture of the student's abilities, but rather represent a small portion of the achievement he can reach. These scores should be used as part of a bigger picture with other tools to fully understand the student as a whole.

Chart

Core Composite Score Summary

Composite/Subtest	Raw score ¹	Standard score	95% Confidence Interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Total Achievement	704	124	119 - 129	95	Very high	-	-	-
Word Reading	89	110	105 - 115	75	High average	11:6	6.1	530
Reading Comprehension	38 ²	127	115 - 139	96	Very high	>19:11	>12.9	556
Spelling	35	121	114 - 128	92	Very high	13:3	7.7	545
Essay Composition ³	-	103	92 - 114	58	Average	10:6	5.1	537
Math Problem Solving	52	122	112 - 132	93	Very high	13:3	8.3	537
Numerical Operations	34	121	111 - 131	92	Very high	12:2	6.8	534
Reading	237	122	115 - 129	93	Very high	-	-	-
Word Reading	89	110	105 - 115	75	High average	11:6	6.1	530
Reading Comprehension	38 ²	127	115 - 139	96	Very high	>19:11	>12.9	556
Written Expression	334	114	107 - 121	82	High average	-	-	-
Spelling	35	121	114 - 128	92	Very high	13:3	7.7	545
Sentence Composition	*	110	99 - 121	75	High average	12:1	6.9	-
Essay Composition ³	-	103	92 - 114	58	Average	10:6	5.1	537
Mathematics	243	124	118 - 130	95	Very high	-	-	-
Math Problem Solving	52	122	112 - 132	93	Very high	13:3	8.3	537
Numerical Operations	34	121	111 - 131	92	Very high	12:2	6.8	534

* Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

¹ For composites, Raw score refers to Sum of Subtest Standard Scores.

² Indicates a raw score that is converted to a weighted raw score (not shown).

³ Essay Composition was scored using Pearson's Intelligent Essay Assessor™ (IEA).

Descriptions of Subtests

Standardized achievement test results indicated that John scored in the very high range on the reading (Standard Score=122; 93rd percentile) and mathematics (Standard Score=124; 95th percentile) composites. John scored in the high average range on the broad written expression composite (Standard score=114; 82nd percentile). John had relative difficulty in the essay composition section, where his spontaneous writing fluency was measured at the discourse level. John had particular strengths on the reading comprehension test which measures literal and inferential reading comprehension skills using a variety of passage and question types that resemble those used in school settings. John was also able to problem solve math equations under untimed conditions. Lastly, John was able to write the spelling of single sounds and words from dictation.

Summary

During this test, John was mild tempered but silly. He had impulsive answers but was able to correct himself if he realized what he answered was incorrect. John was most proficient in the reading and mathematics composites. He was in the 93rd and 95th percentiles, respectively, meaning that he scored higher than 93% and 95% of his peers. In the essay composition section, John scored lower relative to the other composites within the 82nd percentile, which is higher than 82% of his peers. His total achievement was in the very high range (Standard Score=124; 95th percentile), which was 95% higher than his peers. In order to boost his essay composite situation, intervention strategies could include practicing writing about favorable topics in order to motivate him to write more, encourage using a graphic organizer for all the parts of an essay (introduction, body paragraphs, conclusion) to solidify the structure of an

essay, and editing his work after finishing his essay so as to be more mindful of the errors he creates.

**These recommendations are tentative pending additional data sources.