Students are encouraged to consult the sample report for further guidance

1. DESCRIBE THE TEST BATTERY
   a. Norm referenced vs. criterion referenced
   b. Individually administered vs. group administered
   c. What does the test measure?
      i. Only describe the constructs measured by the version you gave. Don’t describe CHC factors if you only administered the basic battery subtests.

2. DESCRIBE AND INTERPRET THE EXAMINEE’S OVERALL PERFORMANCE
   a. Describe the examinee’s range of performance across the whole battery
      i. This is based on the lowest and highest standard scores earned among BIA, Gc, Glr, Gv, Ga, Gf, Gsm, & Gs
      ii. This gives your reader a snapshot of how consistent the examinee’s abilities were between the various scales.
   b. Interpret the BIA score, be sure to include:
      i. Standard Score
      ii. Percentile Rank
      iii. 90% or 95% confidence range
      iv. Performance Descriptor (Average, Low Average, etc.)

3. DESCRIBE AND INTERPRET CHC FACTORS IN THE VERBAL ABILITY DOMAIN
   a. Description of the CHC factors falling under Verbal Ability label
      i. You don’t need to describe or interpret the Verbal Ability standard score in your report
   b. Interpret the individual CHC composite standard score that makes up Verbal Ability (their is only one, Gc)
      i. COMPREHENSION-KNOWLEDGE (Gc)
         1. Give an operational definition of (Gc)
         2. Report the (Gc) Standard Score along with:
            a. Percentile Rank
            b. 90% or 95% confidence interval
            c. Performance Descriptor
         3. State whether (Gc) was a strength, a weakness, or within normal limits for your examinee?
4. DESCRIBE AND INTERPRET CHC FACTORS IN THE THINKING ABILITY DOMAIN
   a. Provide an operational definition of Thinking Ability
      i. You don’t need to describe or interpret the Thinking Ability standard score in your report. It is sufficient to define what the WJ-III defines as thinking ability

   b. Interpret the individual CHC composite standard scores that make up Thinking Ability
      i. LONG-TERM RETRIEVAL (Glr)
         1. Give an operational definition of (Glr)
         2. Report the (Glr) Standard Score along with:
            a. Percentile Rank
            b. 90% or 95% confidence interval
            c. Performance Descriptor
         3. State whether (Glr) was a strength, a weakness, or within normal limits for your examinee?

      ii. VISUAL-SPATIAL THINKING (Gv)
           1. Give an operational definition of (Gv)
           2. Report the (Gv) Standard Score along with:
              a. Percentile Rank
              b. 90% or 95% confidence interval
              c. Performance Descriptor
           3. State whether (Gv) was a strength, a weakness, or within normal limits for your examinee?

      iii. AUDITORY PROCESSING (Ga)
           1. Give an operational definition of (Ga)
           2. Report the (Ga) Standard Score along with:
              a. Percentile Rank
              b. 90% or 95% confidence interval
              c. Performance Descriptor
           3. State whether (Ga) was a strength, a weakness, or within normal limits for your examinee?

      iv. FLUID REASONING (Gf)
           1. Give an operational definition of (Gf)
           2. Report the (Gf) Standard Score along with:
              a. Percentile Rank
              b. 90% or 95% confidence interval
              c. Performance Descriptor
           3. State whether (Gf) was a strength, a weakness, or within normal limits for your examinee?
5. DESCRIBE AND INTERPRET CHC FACTORS IN THE COGNITIVE EFFICIENCY DOMAIN
   a. Provide an operational definition of Cognitive Efficiency
      i. You don’t need to describe or interpret the Cognitive Efficiency standard score in your report. It is sufficient to define what the WJ-III defines as cognitive efficiency.
   b. Interpret the individual CHC composite standard scores that make up Cognitive Efficiency
      i. SHORT-TERM MEMORY (Gsm)
         1. Give an operational definition of (Gsm)
         2. Report the (Gsm) Standard Score along with:
            a. Percentile Rank
            b. 90% or 95% confidence interval
            c. Performance Descriptor
         3. State whether (Gsm) was a strength, a weakness, or within normal limits for your examinee?
      ii. PROCESSING SPEED (Gs)
         1. Give an operational definition of (Gs)
         2. Report the (Gs) Standard Score along with:
            a. Percentile Rank
            b. 90% or 95% confidence interval
            c. Performance Descriptor
         3. State whether (Gs) was a strength, a weakness, or within normal limits for your examinee?

6. IN THE SUMMARY SECTION OF YOUR REPORT
   a. Describe abilities; try to avoid repeating scores, percentile ranks, age equivalents, or grade equivalents.
      i. Good example,
         1. “John displayed significant variation among his cognitive abilities. Though his general intellectual ability falls within normal limits for his chronological age, Auditory Processing emerged as clinically significant deficit that will negatively affect his ability to process verbal language efficiently and accurately.”
      ii. Not such a good example,
         1. “John’s scores ranged from 2nd percentile to the 59th percentile. He scored in the 2nd percentile in Ga, which was a normative weakness.”
   b. Make sure that all of the strengths or problems you discuss are linked to information contained in the body of the report. Many practitioners discuss a diagnosis with no assessment data to support it.
   c. Link recommendations directly to your findings.
   d. If a differential diagnosis is supported, list it (we’ll deal with this more directly during practicum)