

## Client Information

Client name: Alex U.
Client ID: AAB Sample
Gender: Male
Age: 16:6
Date of birth: 10/11/1997
Test date: 05/06/2014
Grade/Education: 10th
Normative Group: Age

This report is confidential and is intended for use by qualified professionals only as defined in the AAB Standard Form Professional Manual (Messer, 2017). It is strongly recommended that AAB Standard Form test results are considered to be one piece of data among many others. The scores in this report should be interpreted in the context of as many relevant background factors and additional sources of information regarding the examinee as possible.

[^0]|  | Score Summary Table <br> Normative Group: Age |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Composite Standard Score |

## Subtest and Composite Score Profile



| Subtest and Composite Discrepancies |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Total Academic Achievement Battery Composite |  |  |  |  |
| Standard Score: 123 |  |  |  |  |
| Subtest | Standard Score | Absolute Difference | Significance Level | \% of Sample |
| Letter/Word Reading | 111 | 12 | . 01 | >15\% |
| Spelling | 117 | 6 | ns | >15\% |
| Reading Comprehension: Passages | 113 | 10 | . 10 | >15\% |
| Mathematical Calculation | 132 | 9 | . 10 | >15\% |
| Reading Composite | 115 | 8 | . 10 | >15\% |
| Reading Composite |  |  |  |  |
| Standard Score: 115 |  |  |  |  |
| Subtest | Standard Score | Absolute Difference | Significance Level | \% of Sample |
| Letter/Word Reading | 111 | 4 | ns | >15\% |
| Spelling | 117 | 2 | ns | >15\% |
| Reading Comprehension: Passages | 113 | 2 | ns | >15\% |
| Mathematical Calculation | 132 | 17 | . 01 | >15\% |
| Total Academic Achievement Battery Composite | 123 | 8 | . 10 | >15\% |


| Score Discrepancies |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Subtest | Standard Score | Absolute Difference | Significance Level | \% of Sample |
| Letter/Word Reading <br> Standard Score: 111 |  |  |  |  |
| Spelling | 117 | 6 | ns | >15\% |
| Reading Comprehension: Passages | 113 | 2 | ns | >15\% |
| Mathematical Calculation | 132 | 21 | . 01 | >15\% |
| Spelling <br> Standard Score: 117 |  |  |  |  |
| Letter/Word Reading | 111 | 6 | ns | >15\% |
| Reading Comprehension: Passages | 113 | 4 | ns | >15\% |
| Mathematical Calculation | 132 | 15 | . 01 | >15\% |
| Reading Comprehension: Passages Standard Score: 113 |  |  |  |  |
| Letter/Word Reading | 111 | 2 | ns | >15\% |
| Spelling | 117 | 4 | ns | >15\% |
| Mathematical Calculation | 132 | 19 | . 01 | >15\% |
| Mathematical Calculation <br> Standard Score: 132 |  |  |  |  |
| Letter/Word Reading | 111 | 21 | . 01 | >15\% |
| Spelling | 117 | 15 | . 01 | >15\% |
| Reading Comprehension: Passages | 113 | 19 | . 01 | >15\% |

## Skills Analysis Summary

No skills analysis items were selected.

## AAB Standard Form Subtest/Composite Descriptions

| Letter/Word Reading <br> (LWR) | Letter Reading requires the examinee to identify lowercase and <br> uppercase letters. Word Reading requires the examinee to pronounce <br> words of increasing difficulty. |
| :--- | :--- |
| Spelling (SP) | Letter Writing requires the examinee to write lowercase and uppercase <br> letters. Word Writing requires the examinee to correctly spell words of <br> increasing difficulty. |
| Reading Comprehension: <br> Passages (RC: P) | Requires the examinee to read passages of increasing difficulty and <br> draw a line after each sentence. |
| Mathematical Calculation <br> (MC) | Part 1 requires the examinee to provide oral and written responses to <br> math problems. Part 2 requires the examinee to complete increasingly <br> difficult math calculations in a timed task. |
| Reading Composite | This composite is a summary of Letter/Word Reading and Reading <br> Comprehension: Passages. |
| Total Academic <br> Achievement Battery <br> Composite | This composite is a summary of all four subtests: Letter/Word Reading, <br> Spelling, Reading Comprehension: Passages, and Mathematical <br> Calculation. |

*** End of Report ***


[^0]:    PAR

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