**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. It provides an analysis of a student’s academic strengths and weaknesses in reading, mathematics, and written language.

Category Standard Score

Very High 145 or greater

High 131 – 145

Above Average 116 – 130

Average 85-115

Below Average 70-84

Low 55-69

Very Low 54 or below

**COMPOSITE**

**Reading Composite ( , )** consists of the following two subtests: Letter and Word Recognition ( , ) and Reading Comprehension ( , ) . The scores from these subtests provide a measure of how the student reads sight words and unpredictable word patterns and then how well student comprehends literal and inferential information. The scores from these subtests provide a measure of overall academic achievement in reading.

**Math Composite** ( , ) consists of the following two subtests: Math Concepts and Applications ( , ) and Math Computation ( , ) . The score from these subtests provide a measure regarding the student’s mathematical problem solving ability and computational skills.

**Written Language Composite** ( , ) consists of the following two subtests: Written Expression ( , ) and Spelling ( , ) . The score from these subtests provide a measure regarding the student’s ability to communicate effectively in writing and to spell words in isolation and in context.

**SUPPLEMENTAL Composite**

**Sound-Symbol Composite** ( , ) consists of the following two subtests: Phonological Processing ( , ) and Nonsense Word Decoding ( , ) . The score from these subtests provide a measure regarding the student’s ability to discriminate sounds by segmentation, sequencing, and decoding words.

**Decoding Composite** ( , ) consists of the following two subtests: Letter and Word Recognition ( , ) and Nonsense Word Decoding ( , ) . The score from these subtests provide a measure of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.

**Reading Fluency Composite** ( , ) consists of the following three subtests: Silent Reading Fluency ( , ) , Word Recognition Fluency ( , ) and Decoding Fluency ( , ) . The score from these subtests provide a measure of the ability to read a text accurately, quickly, and with expression. Fluency is important because it provides a bridge between word recognition and comprehension. When fluent readers read silently, they recognize words automatically

**Reading Understanding Composite** ( , ) consists of the following two subtests: Reading Comprehension ( , ) and Reading Vocabulary ( , ) . The scores from these subtests provide a measure of the ability to read text, process it and understand its meaning.

**Oral Language Composite** ( , ) consists of the following three subtests: Associational Fluency ( , ) , Listening Comprehension ( , ) , and Oral Expression ( , ) . The score from these subtests provide a measure of the ability to generate ideas quickly, listen to a store and orally respond to comprehension questions, and describe photographs at times using specific vocabulary.

**Oral Fluency Composite** ( , ) consists of the following two subtests: Associational Fluency ( , ) and Object Naming Facility ( , ).The score from these subtests provide a measure of the ability of verbal fluency.

**Comprehension Composite** ( , ) consists of the following two subtests: Reading Comprehension ( , ) and Listening Comprehension ( , ) . The score from these subtests provide a measure of the ability to read and comprehend as well as listen and comprehend.

**Expression Composite** ( , ) consists of the following two subtests: Written Expression ( , ) and Oral Expression( , ) . The score from these subtests provide a measure of the ability to express themselves in a written and verbal context.

**Orthographic Processing Composite** ( , ) consists of the following three subtests: Spelling ( , ) , Letter Naming Facility ( , ) , and Word Recognition Fluency ( , ). The score from these subtests provide a measure of ability to visually recognize and remember written words and parts of words.

**Academic Fluency Composite** ( , ) consists of the following three subtests: Writing Fluency ( , ), Math Fluency ( , ), and Decoding Fluency ( , ). The score from these subtests provide a measure of ability to quickly write short sentences, do simple math calculations, and quickly read short sentences.

**SUBTEST Descriptions**

**Reading**

*Letter & Word Recognition* - The student identifies letters and reads grade-appropriate words.

*Nonsense Word Decoding* - The student pronounces made-up words.

*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.

**Reading Fluency**

*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.

*Silent Reading Fluency -* The student has two minutes to silently read simple questions, and circle yes or no to eachone.

**Mathematics**

*Math Concepts & Applications -* The student solves math problems that relate to real life situations and assess skills such asnumber concepts, arithmetic, time and money, and measurement.

*Math Computation -* The student solves written math calculation problems.

*Math Fluency -* The student writes answers to simple arithmetic problems within a time limit. Problemsinclude addition and subtraction, and for later items, multiplication and division.

**Writing**

*Written Expression -* The student hears a story presented with pictures in a booklet and completes the story bywriting 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.

*Writing Fluency -* The student writes simple sentences, each one describing a different picture, within a timelimit.

**Oral Language**

*Listening Comprehension -* The student listens to sentences or passages, and then responds to comprehensionquestions.

*Oral Expression -* The student says a sentence to describe a photograph. Later items require the use ofspecific words or phrases.

*Associational Fluency -* The student has 60 seconds to say as many words as possible that belong to a particularcategory, such as animals or games.

**Language Processing**

*Phonological Processing -* The student responds orally to items that require manipulation of the sounds within words.

*Object Naming Facility -* The student names pictured objects as quickly as possible.

*Letter Naming Facility -* The student names upper- and lowercase letters as quickly as possible.