

KTEA-3 Report Write-Up Cheat Sheet

Reviewed by the BastionGPT Clinical Advisory Board · July 2026

The KTEA-3 (Kaufman & Kaufman; NCS Pearson, 2014) is an achievement battery for ages 4:0 to 25:11: nineteen subtests, fourteen composites across four academic domains, every score a 100/15 standard score, with parallel Forms A and B and norm-referenced error analysis on ten subtests. The overall ASB Composite covers six subtests and excludes oral language.

1 – Measures and methods statement form, norms, mode in one sentence

Do: name the edition, form (A or B), age or grade norms, platform, and mode; state telepractice with its method.

Pitfall: "the KTEA-3" with nothing else; form, norm type, and mode each change what a score means.

2 – Behavioral observations engagement, timed-task behavior, validity

Do: describe engagement, attention, and timed-task behavior, then state whether results are a valid estimate.

Pitfall: boilerplate that could describe any child; this paragraph decides whether scores deserve their interpretation.

3 – Domain-by-domain results composite first, then subtests, stable order

Do: report each domain as composite then subtests with scores and percentiles; describe timed vs untimed contrasts.

Pitfall: printout order and metric drift; a KTEA-3 subtest score is a 100/15 standard score, not a scaled score.

4 – Error-analysis narrative the KTEA-3's signature section

Do: state which categories were weaknesses vs grade-peer averages, translate them into plain language, and tie each to an intervention target.

Pitfall: raw error counts without the norm comparison, or pasted platform interpretive text; the narrative must be yours.

5 – Composite handling every composite gets exactly its scope

Do: report the ASB with its six-subtest coverage stated, put supplemental composites on the referral question, and report the Dyslexia Index as risk screening.

Pitfall: an average ASB implying the whole battery was average, or a Dyslexia Index written as a diagnosis.

6 – Cognitive linkage and eligibility framing name the state's model

Do: report ability-achievement or PSW analyses under the model your state permits, and say which model that is.

Pitfall: a discrepancy table presented as "the" SLD test; federal rules bar requiring one, and state policies differ.

7 – Summary and recommendations findings drive the plan

Do: summarize impaired vs preserved domains; targets come from flagged categories, retests name Form B with GSVs.

Pitfall: recommendations that ignore the error analysis, or a retest plan built on an invented waiting period.

Before you sign

- ☐ Edition, form, norm type, platform, mode named
- ☐ One metric, one descriptor system throughout
- ☐ Error analysis translated, not raw counts
- ☐ ASB scope stated; Dyslexia Index as screener
- ☐ State identification model named
- ☐ Recommendations trace to flagged categories

Drafting with AI

Paste your score summary: form, norms, composites, subtests, flagged error categories. Not the items, not the record form.

"Draft a KTEA-3 results section from this summary: Form A, age norms; Reading 81, Decoding 79, Math 95, Oral Language 100, ASB 84; grade 3 reading referral; vowel-pattern errors flagged..."

Never paste client-identifying information into consumer AI tools. BastionGPT is HIPAA-compliant with a signed BAA on every plan.

500–900 words
results section

15–85 minutes
ASB by grade

Ages 4:0–25:11
mean 100, SD 15

Forms A and B
built to repeat

KTEA-3 Results Section Template

Copy or print for your practice - Adapt fields to your organization's, payer's and jurisdiction's documentation requirements.

Student (initials): _____ Age / grade: _____ Testing date: _____

Form administered: _____ Platform and mode: _____ Norm set used: _____

Measures and methods statement

Why the KTEA-3 fits the referral; edition, form, norm type, platform, and mode stated

Behavioral observations

Engagement, attention, timed-task behavior; validity statement and any deviations

Domain-by-domain results

Reading, Math, Written Language, Oral Language: composite then subtests (mean 100, SD 15) with percentiles

Error-analysis narrative

Categories flagged against grade-peer averages; what the student can and cannot yet do; intervention targets

Composite handling

ASB with scope stated (no oral-language subtests); supplemental composites; Dyslexia Index as screening

Cognitive linkage and eligibility framing

Ability-achievement or PSW analysis with the state model named; decision routed to the team

Summary and recommendations

Impaired vs preserved domains; recommendations traced to flagged categories; re-evaluation plan (Form B, GSVs)

Re-evaluation plan (alternate form, GSV comparison): _____ Report due: _____

Examiner signature / credentials: _____ Date signed: _____

Supervisor signature, where required: _____ Date: _____