

Composite Scores you will calculate and/or employ in your interpretive report. To simplify scoring, and facilitate the profiling of composites, all scores have been placed on an IQ-type metric (mean of 100 and a standard deviation of 15). **However, be cautious that the Composite Scores are not equated with IQ scores, for they all measure memory or attentional processes, not global intellectual ability.**

The process of obtaining the A/M Battery Composite Scores parallels the one used for the Cognitive Battery described earlier in this chapter. Figure 2.3 presents a completed sample for the Attention and Memory Battery.

The steps included are:

1. **Organize and record** all the scaled score information on page 1 of the Record Form.
2. **Sum the scaled scores** (down each column) for the A/M Composites. Remember that raw scores are NOT used in the composites.
3. **Record the sum of scaled scores** in the appropriate sections on the Record Form.
4. **Using the tables in Appendix B (A/M Battery-Composite Norms) and the scaled score sums**, find the appropriate Standardized Composite in the body of the table.
5. **Record the Composite** on the Record Form.
6. **Calculate the percentile equivalent and confidence intervals** using Appendices D and F for percentiles and confidence intervals. Then, profile all subtest scores and Composites for the A/M Battery.

Using Raw Scores of Zero in IQ Estimates

Raw scores of zero on Leiter-3, and their relation to a person's abilities, are worth special mention. Such raw scores do not indicate a complete absence of the ability measured by the subtest; the person's ability in that particular domain should be considered indeterminate. For example, a young child may score zero on the first subtest, Figure Ground, but still have some ability to select objects out of a complex background. However, if

you find that a person has received ALL zero raw scores on the subtests composing an IQ estimate or Composite, you must note that this total score is indeterminate. We do not know, based on the Leiter-3, the person's true level of functioning.

Use of the Criterion-Referenced Growth Scales

Using the Growth Scale Record Form

The Leiter-3 growth scores, and item growth values, have been developed to counteract a well-deserved criticism of standardized norm-referenced scales: that norm-referenced scaled scores do not always provide detailed information about the skills of an individual, the growth that an individual is achieving, or the skills and processes that should be incorporated into the individual's treatment plan. The imprecision of norm-referenced scores is particularly true for people who are significantly delayed, and lower in functioning level, for their age.

To understand the purpose of growth scores, consider the following analogy of recording the height of a growing child. Marking the height of a child, across time on a wall chart produces a pure growth score. In contrast, comparing the child's height, to the average height of children of the same age, produces a norm-referenced (scaled) score. The shorter child is likely to always have a low norm-referenced score, but we can tell that the "short" child has a normal growth rate, despite ranking below average compared to most children in the same age group.

Using the tables in Appendix G, you can convert the raw scores for each subtest, each composite and each IQ estimate to Growth Scale scores. You can also identify the item growth values for each item passed or failed on the Leiter-3. These converted scores are provided to assist you with program planning, determining change over time, and explaining results to clients, parents, and teachers. To determine an individual's growth value on each item, first locate the item numbers for all the items that person passes. Next, turn to the tables in