

WIAT-III A&NZ
WECHSLER INDIVIDUAL ACHIEVEMENT TEST™ - THIRD EDITION
(Wechsler Individual Achievement Test, 3rd ed)

**An Introduction to the new WIAT 3 ANZ
2016**

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What we'll cover today

- New features of the WIAT-III
- Australian/NZ development, standardisation, and psychometrics
- What subtests are in the new WIAT III
- What scores are available
- Hand-scoring versus online scoring or iPad administration.
- Using the WIAT III with the WISC V

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What is WIAT-III ANZ ?

A comprehensive and locally standardised achievement test that

- provides norm referenced information about a student in the four main areas of achievement
- covers ages 4:0 through 50:11 (school years Pre-School through Year 12)
- provides diagnostic information and recommended interventions

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Use WIAT-III data to . . .

- (a) identify the academic strengths and weaknesses of a student,
- (b) inform decisions regarding eligibility for educational services, educational placement, or a diagnosis of a specific learning disability, and
- (c) design instructional objectives and plan interventions through item-level skills analysis

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WIAT III ANZ options



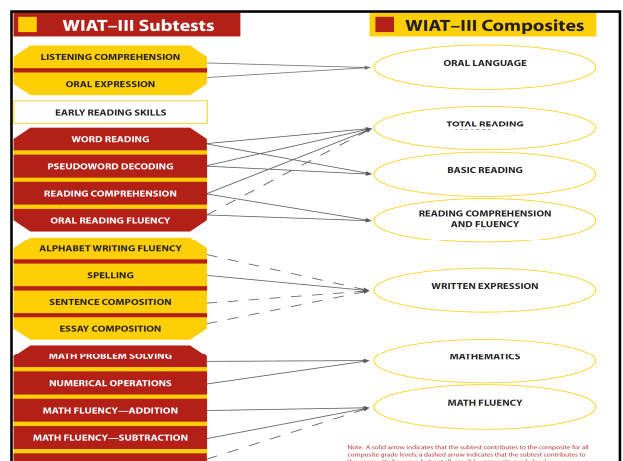
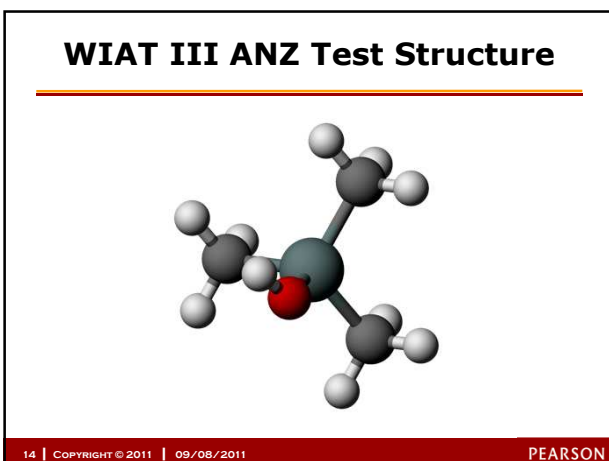
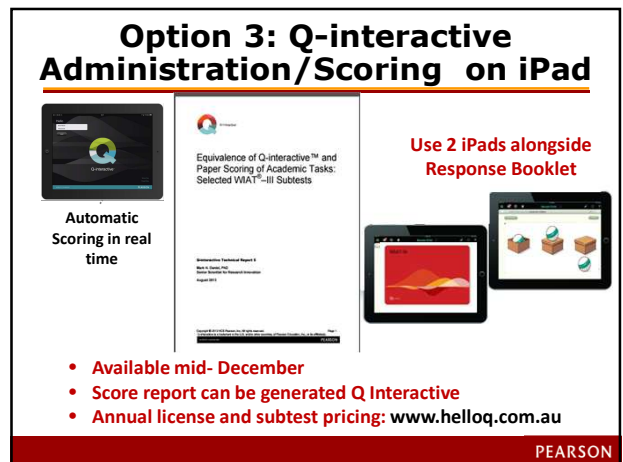
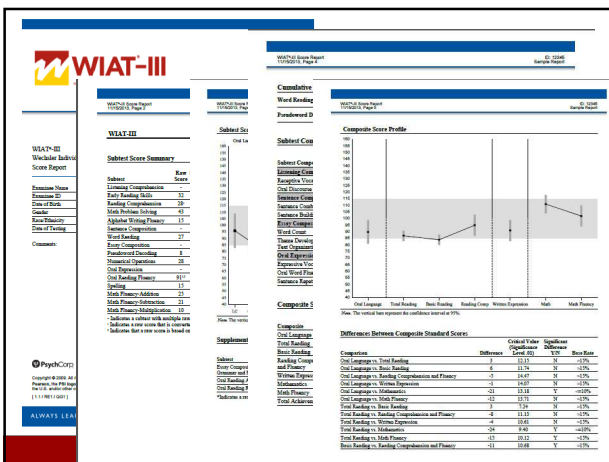
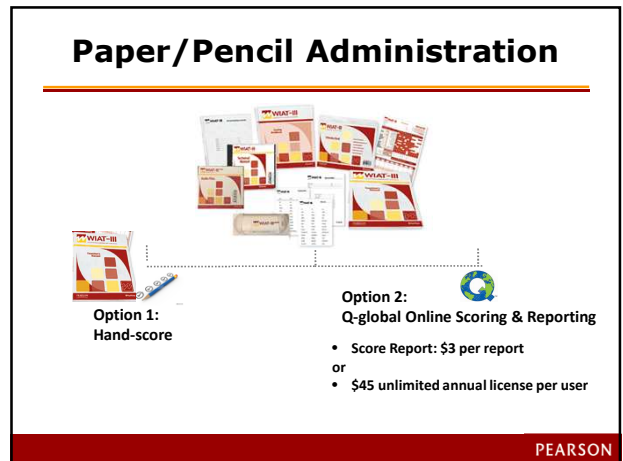
Traditional paper pencil OR Q-interactive

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Traditional Kit Materials

- Examiner's Manual
- Scoring and Normative Supplement
- Technical Manual (USB)
- Stimulus Book
- Oral Reading Fluency Booklet
- Record Form (x25)
- Response Booklet (x25)
- Word Reading Card
- Pseudoword Card
- Audio File (USB)
- Carry Bag

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Overall Administration Time

Grade	Total Achievement Composite				
	PS	F	Years 1-2	Year 3	Years 4-12+
Time (in minutes)	35	45	80	94	104

- Time based on average achieving students.
- Students with lower academic achievement will take less time to assess.
- Flexible battery: Time will also depend on how many subtests are administered.

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"How Long Does it Take if reading is the only concern?"

SUBTEST	Years 1-2	Year 3	Years 4-12
Reading Comp	10	13	16
Word Rdg.	2	2	2
Pseudowd. Decoding	2	2	2
Oral Rdg. Fl.	5	7	9

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Overall Administration Time

Age	Total Achievement Composite		
	20:0-25:11	26:0-35:11	36:0-50:11
Time (in minutes)	95	103	97

- Flexible battery: Time will also depend on how many subtests are administered.

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Derived Scores for Composites and Subtests

- Standard Score
 - Age norms &/or School Year norms
- Percentile Rank
- Normal Curve Equivalent
- Stanines
- School Year Equivalent
- Age Equivalent
- Growth Scale Values

Status Scores

Growth Scores

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Derived Scores for the WIAT-III Composites and Subtests

Score Type	Description
Standard Score	Age norms or School Year norms Range of 40 to 160 (M = 100, SD = 15) Separate Term 1-2 and Term 3-4 norm tables.
Percentile Rank	Indicates the percentage of students of the same age or school year who scored the same or lower than the student.
Age or Year Equivalent	Provides the age or school year at which the student's raw score is the median score of all scores in that age or year group.
Normal Curve Equivalent	A transformation of age and year-based standard score information on an equal interval scale with a range of 1 to 99 (M = 50, SD = 21.06).
Stanine	A transformation of age- and grade-based standard score information to a 9-point scale (M = 5, SD = 2).
Growth Score (GSV)	Sample-independent scores on an equal-interval scale for the purpose of tracking growth over time.

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WIAT-III^{A&NZ} Standardisation Project



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The Language Adaptation Process

- Prior to data collection, language and stimulus content found in the U.S. edition of the WIAT-III that was not culturally appropriate for the ANZ edition was adapted.
- Eight independent expert reviewers from across Australia and New Zealand reviewed the WIAT-III.
 - Reviewers were registered psychologists working in senior positions within schools, academia and private practice.
 - Reviewers with experience working with indigenous groups from Australia and New Zealand were included.
- 245 Examiners participated in the WIAT-III A&NZ standardisation data collection

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The Standardisation Process

Local norms were collected based on census-matched samples of students. Children from each age group and the 14 different school year levels were assessed.

A total of 1132 children were administered the WIAT 3 ANZ to make up the three norm samples based on

1. Age (4:0-19:11)
2. Term 1-2 norms
3. Term 3-4 norms

Norms for 4 yrs to 13 yrs were broken down into 4-month intervals

When testing adults (age 20+), the US norms are used in ANZ.

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The Normative Samples

Australian	New Zealand
Preschool (PS)	Year 0
Foundation (F)*	Year 1
Year 1	Year 2
Year 2	Year 3
Year 3	Year 4
Year 4	Year 5
Year 5	Year 6
Year 6	Year 7
Year 7	Year 8
Year 8	Year 9
Year 9	Year 10
Year 10	Year 11
Year 11	Year 12
Year 12	Year 13

• Australian schooling levels were classified according to the Australian Curriculum, Assessment and Reporting Authority. For New Zealand participants, the Ministry of Education, New Zealand Curriculum was used to classify the schooling levels.

• * Please note, Foundation refers to the student's first year of formal education - also referred to as Kindergarten in ACT and NSW; Preparatory in QLD, TAS and VIC; Pre-Primary in WA; Transition in NT; and Reception in SA.

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The Normative Sample



- Norms stratified by
 - Age
 - Parental education
 - Geographic region
 - Urbanicity

Ancestry, Ethnicity and Indigenous Status also considered

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The Normative Sample (continued)

- Recruitment of Aboriginal and Torres Strait Islander and New Zealand Māori children was in line with the general Australian and New Zealand population.
- 5% of the Australian sample consisted of students identified as Aboriginal and/or Torres Strait Islander
- 23% of the New Zealand sample consisted of students identified as New Zealand Māori

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The Normative Samples (continued)

- To ensure that the Australian and New Zealand norms were based on the full range of abilities within the population, 42 children with an intellectual disability (FSIQ = 40 - 70) and 42 children identified as intellectually gifted (FSIQ ≥ 130) were included in the Australian and New Zealand sample
- This ensured that approximately 2% of cases performed at the intellectual disability level and 2% performed at the gifted level.

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Reliability

- Internal Consistency**
 - Reliability coefficients range from good (.83-.89) to excellent (.90-.98), with the exception of Alphabet Writing Fluency, which has an average reliability of .69.
 - These reliabilities are similar to those reported for the US normative sample.
- Test-Retest Stability**
 - The evidence of test-retest stability for subtest and composite scores was obtained by administering the WIAT-III twice. This study was completed as part of the U.S. standardisation and demonstrated that the WIAT-III subtest and composite scores possess adequate stability across time.

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Evidence of Validity

Correlations with the WIAT-II Australian

- The WIAT-III^{A&NZ} and the WIAT-II Australian were administered to 50 students in years AU PS-12 / NZ 0-13, with a testing interval between 4 and 42 days, and a mean testing interval of 25 days.
- The mean WIAT-II Australian composite scores were generally higher than their corresponding WIAT-III^{A&NZ} scores.
- The mean composite score differences between the WIAT-III^{A&NZ} and WIAT-II Australian were in the direction and at the magnitude expected given the combined impact of the Flynn effect (Flynn, 2007) and practice effects resulting from the study design.
- The corrected correlation coefficients of composite scores for the two instruments ranged from .74 (Written Expression-Written Language) to .92 (Total Achievement-Total).

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WISC-V^{A&NZ}

WPPSI-IV

Evidence of Validity (continued)

Correlations with the WISC-VA^{A&NZ}

- The WIAT-III^{A&NZ} and the WISC-VA^{A&NZ} were administered to 403 children aged 6–16 yrs.
- Correlation between the WISC V FSIQ and WIAT III Total Achievement score is moderate to high.
- Among the primary index scores, VCI is most strongly related to Total Achievement, followed by WMI.
- Simple difference and predictive difference tables are available for conducting formal ability-achievement discrepancy analysis. These tables are available in the WIAT III ANZ Scoring and Normative Manual, as well as in Q Global and Q Interactive digital scoring.
- Linking tables are also available for WIAT III ANZ to WPPSI IV ANZ ability to achievement discrepancy analysis.

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WIAT-III Score Report
 1/1/2013, Page 8 ID: 12345 Sample Report

ABILITY-ACHIEVEMENT DISCREPANCY ANALYSIS
 Ability Score Type: WISC-V FSIQ Ability Score: 97

Predicted Difference Method:

	Predicted WIAT-III Score	Actual WIAT-III Score	Difference	Critical Value #1	Significant Difference Y/N	Base Rate	Standard Deviation Discrepancy ≥ 1.9 SD
WIAT-III Subtest							
Listening Comprehension	98	96	2	17.00	N	<=25%	N
Early Reading Skills	98	90	8	15.00	N	<=25%	N
Reading Comprehension	98	97	1	15.00	N	<=25%	N
Math Problem Solving	98	104	-6	13.00	N	N/A	N/A
Sentence Composition	98	88	10	15.00	N	<=25%	N
Word Reading	98	90	8	8.00	Y	<=25%	N
Pseudoword Decoding	98	79	19	8.00	Y	<=10%	Y
Numerical Operations	98	116	-18	11.00	Y*	N/A	N/A
Oral Expression	98	88	10	15.00	N	<=25%	N
Oral Reading Fluency	99	96	3	11.00	N	<=25%	N
Spelling	98	88	10	10.00	Y	<=25%	N
WIAT-III Composite							
Oral Language	98	90	8	13.00	N	<=25%	N
Total Reading	98	87	11	9.00	Y	<=15%	N
Basic Reading	98	84	14	7.00	Y	<=15%	N
Reading Comprehension and Fluency	98	95	3	11.00	N	>25%	N
Written Expression	98	91	7	11.00	N	<=25%	N
Mathematics	98	111	-13	10.00	Y*	N/A	N/A
Math Fluency	98	102	-4	10.00	N	N/A	N/A
Total Achievement	98	93	5	8.00	N	<=25%	N

Note: Base rates and standard deviation discrepancies are not reported when the achievement score equals or exceeds the ability score.
 *Indicates that the achievement score exceeds the ability score.

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Ability-Achievement Discrepancy Analysis

Ability Measure: _____ Ability Score Type: _____ Date of Ability Testing: _____

	Ability Score	WIAT-III ^{A&NZ} Score		Difference	Critical Value (LR / #1)	Significant Difference Y/N	Base Rate
		Predicted	Actual				
WISC-III^{A&NZ} Subtest							
Listening Comprehension							
Early Reading Skills							
Reading Comprehension							
Maths Problem Solving							
Alphabet Writing Fluency							
Sentence Composition							
Word Reading							
Essay Composition							
Essay Composition: Grammar and Mechanics*							
Pseudoword Decoding							
Numerical Operations							
Oral Expression							
Oral Reading Fluency							
Oral Reading Accuracy*							
Oral Reading Rate*							
Spelling							
Maths Fluency—Addition							
Maths Fluency—Subtraction							
Maths Fluency—Multiplication							

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Special Clinical Group Studies

- Children Identified as Intellectually Gifted
- Children with Mild or Moderate Intellectual Disability
- Children with Specific Learning Disorder—Reading and/or Written Expression
- Children with Attention-Deficit/Hyperactivity Disorder
- Children with Autism Spectrum Disorder With Accompanying Language Impairment


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**A Closer look at the
 WIAT III ANZ Subtests**


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**Most subtests use
 Start and Stop Points**


- School Year-based start point
 - Current school year level or last year completed
- Reverse and discontinue rules
 - Reverse if score of 0 on any of first 3 items administered
 - Discontinue after 4 consecutive "0" scores




Start Point



Reverse Rule



Discontinue Rule



Stop Point

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2 Subtests use Item Sets

- Reading Comprehension and Oral Reading Fluency subtests, items are grouped together into **item sets**.
- Item sets span a range of difficulty levels. They are delineated by school year-based start and stop points.
- **Item Set Example:** Year 4 students are administered items 25 to 45 in Reading Comprehension.

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Test Structure – Oral Language

WIAT-III Subtests
WIAT-III Composites

Listening Comprehension

Oral Expression

}

Oral Language

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**Description of the Subtests
 Listening Comprehension**

Subtest and Year Level	Description	Task Examples
Receptive Vocabulary (Years PS to 12+)	Measures listening vocabulary.	Examinee points to the picture that best illustrates the meaning of each word s/he hears.

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**Description of the Subtests
 Listening Comprehension**

Subtest and Year Level	Description	Task Examples
Oral Discourse Comprehension (Years PS to 12+)	Measures ability to make inferences about, and remember details from oral sentences and discourse.	Examinee listens to sentences and passages and orally responds to comprehension questions.

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Converting Raw Scores to Standardised Scores

Subtest Score Summary

Subtest	Raw Score	Standard Score	Confidence Interval (S.E.C)	Percentile Rank (P.R)	Grade Equivalent (G.E)	Age Equivalent (A.E)	Growth Scale Value (G.S.V)
Listening Comprehension (LC)		117	107-127	87	6.1	11.2	526
Receptive Vocabulary	11	107		68	4.5		511
Oral Discourse Comprehension	18	120	227	91	7.7		541

Description of the Subtests Oral Expression

Subtest and Year Level	Description	Task Examples
Expressive Vocabulary (Years PS to 12+)	Measures speaking vocabulary and word retrieval ability.	Examinee says the word that best corresponds to a given picture and definition.

Description of the Subtests Oral Expression

Subtest and Year Level	Description	Task Examples
Oral Word Fluency (Years PS to 12+)	Measures efficiency of word retrieval (how easily he or she can produce words).	Examinee names as many things as possible belonging to a given category (i.e., animals, colors) within 60 seconds.

Description of the Subtests Oral Expression

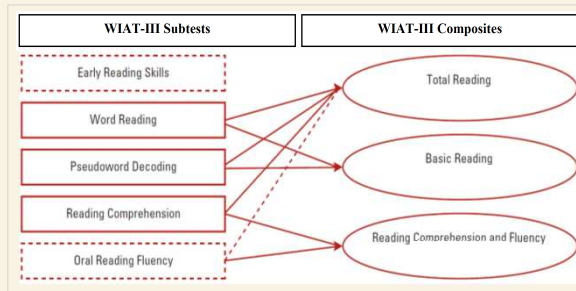
Subtest and Year Level	Description	Task Examples
Sentence Repetition (Years PS to 12+)	Measures oral syntactic knowledge and short-term memory.	Examinee listens to sentences that increase in length and complexity and repeats each sentence verbatim.

Converting Raw Scores to Standardised Scores

Subtest Score Summary

Subtest	Raw Score	Standard Score	Confidence Interval (S.E.C)	Percentile Rank (P.R)	Grade Equivalent (G.E)	Age Equivalent (A.E)	Growth Scale Value (G.S.V)
Oral Expression (OE)		113	102-124	81	5.2	11.3	530
Expressive Vocabulary	11	118		88	6.0		542
Oral Word Fluency	26	101	382	55	3.4		507
Sentence Repetition	20	113		81	6.2		542

Test Structure - Reading



Description of the Subtests Reading

Subtest and Year Level	Description	Task Examples
Early Reading Skills (Years PS-3)	Measures developing reading skills.	Names letters of the alphabet, identifies and generates rhyming words, identifies words with the same beginning and ending sounds, blends sounds, matches sounds with letters and letter blends, and matches written words with pictures that illustrate their meaning.

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Description of the Subtests Reading

Subtest and Year Level	Description	Task Examples
Word Reading (Years 1 to 12+)	Measures speed and accuracy of word recognition without the aid of context.	Examinee reads aloud from a list of words that increase in difficulty.

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Description of the Subtests Reading

Subtest and Year Level	Description	Task Examples
Pseudoword Decoding (Years 1-12+)	Measures ability to decode nonsense words.	Examinee reads aloud from a list of pseudowords that increase in difficulty.

- Examiner can listen to the Audio File (USB) for examples of how to pronounce pseudowords.

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Description of the Subtests Reading

Subtest and Year Level	Description	Task Examples
Oral Reading Fluency (Years 1-12+)	Measures speed, accuracy, fluency, and prosody of contextualised oral reading.	Examinee reads passages aloud, and then orally responds to comprehension questions.

Uses the new Oral Reading Fluency Booklet

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Administration of ORF

Year	Passage
1	A, B
2	C, D
3	E, F
4	G, H
5	I, J
6	K, L
7-8	M, N
9-12+	O, P

Item Set Reverse Rule

If reading time exceeds the reversal time limit on the first passage of the item set, go back one start point and continue administration.

The reverse rule may be applied a maximum of 2 times.

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Description of the Subtests Reading

Subtest and Year Level	Description	Task Examples
Reading Comprehension (Years 1-12+)	Measures untimed reading comprehension of various types of text, including fictional stories, informational text, advertisements, and how-to passages.	Examinee reads passages aloud or silently. After each passage, the student orally responds to literal and inferential comprehension questions read aloud by the examiner. May refer to passage to answer questions.

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Administration of RC Item Set Approach

Year	Items
1	1 - 18
2	5 - 24
3	11 - 31
4	25 - 45
5	32 - 53
6	38 - 59
7	46 - 67
8	54 - 75
9-12+	60 - 84

Item Set Reverse Rule

If the sum of scores for all reversal items is 2 or less, go back one start point and continue administration.

The reverse rule may be applied a maximum of 3 times.

Converting Raw Scores to Standardised Scores

Subtest	Raw Score	Standard Score	Confidence Interval (I, II, III)	Percentile Rank (0.1)	Grade Equivalent (0.2)	Age Equivalent (0.3)	Growth Scale Value (0.4)
Early Reading Skills (ERS)	53	99	87-111	47	3.2		502
Word Reading (WR)	22	85	80-90	16	2.0		427
Pseudoword Decoding (PD)	18	95	87-99	32	2.3		473
Reading Comprehension (RC)	36	68	112	101-123	79	7.7	525
Oral Reading Fluency (ORF)	59	90	87	79-95	19	2.3	477
Oral Reading Accuracy*	198	80	89	77-101	23	1.8	
Oral Reading Rate†	217	86	90	82-98	25	2.0	

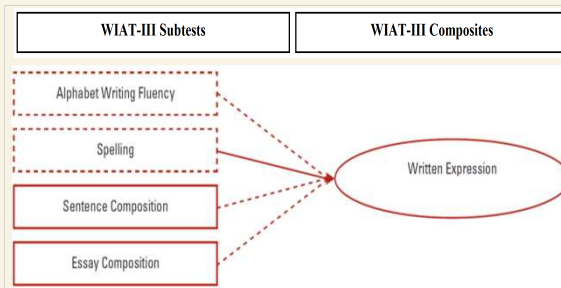
Converting Raw Scores to Standardised Scores

Cumulative Percentages

Supplemental Subtest Score	Raw Score	Cumulative Percentage
Word Reading Speed	14	5%
Pseudoword Decoding Speed	14	25%

Word Reading Speed The score is the same as or higher than the scores obtained by 5% of students in the normative sample; 95% of students in the normative sample scored higher than this score.

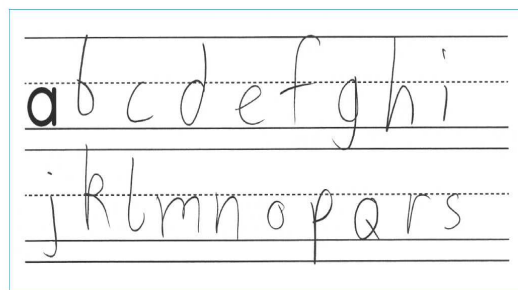
Test Structure – Written Expression



Description of the Subtests Written Expression

Subtest and Year Level	Description	Task Examples
Alphabet Writing Fluency Years PS to 3	Measures automaticity (30 second time limit) in written letter formation and sequencing.	The examinee writes letters in any order, in cursive or print, in upper- or lower-case.

Student writes in Response Booklet



Number of letters written in 30 seconds = 18

Description of the Subtests Written Expression

Subtest and Year Level	Description	Task Examples
Spelling (Years F-12+)	Measures written spelling of letter sounds and single words.	Examinee hears each letter sound within the context of a word, and each word within the context of a sentence, and then the student writes the target letter sound or word.

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Description of the Subtests Written Expression

Subtest and Year Level	Description	Task Examples
Sentence Composition (Years 1-12+)	Measures sentence formulation skills and written syntactic maturity (SC) and syntactic ability (SB).	Sentence Combining Sentence Building

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Sentence Composition

Example: The boy has hair.
 The girl has hair.

Sentence Combining

The boy and girl have hair.

Example: and

Sentence Building

I like peas and carrots.

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Description of the Subtests Written Expression

Subtest and Year Level	Description	Task Examples
Essay Composition (Years 3-12+)	Measures spontaneous, compositional writing skills within a 10-minute time limit.	Student writes an essay in response to a "prompt."

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Essay Composition

Write about your favorite game. Include at least 3 reasons why you like it.

Hide and Seek is a good game I like playing that game at home because there is lots of places to hide. You can play it anywhere anytime anyplace. ~~the~~ Third reason I like hide and seek is that you can pretend to play that game to hide away from your parents.

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Essay Composition – Scoring

Essay Composition (Content and Organization)						
I. Word Count*						
Raw Score				<input type="text"/>		
II. Theme Development and Text Organization*						
Introduction			2	1	0	
Conclusion			2	1	0	
Paragraphs	5	4	3	2	1	0
Transitions	5	4	3	2	1	0
Reasons Why			3	2	1	0
Elaborations			3	2	1	0
Raw Score				<input type="text"/>		
(Maximum = 20)						

*Use scoring rules in appendix B.5 for Word Count and B.6 for Theme Development and Text Organization.

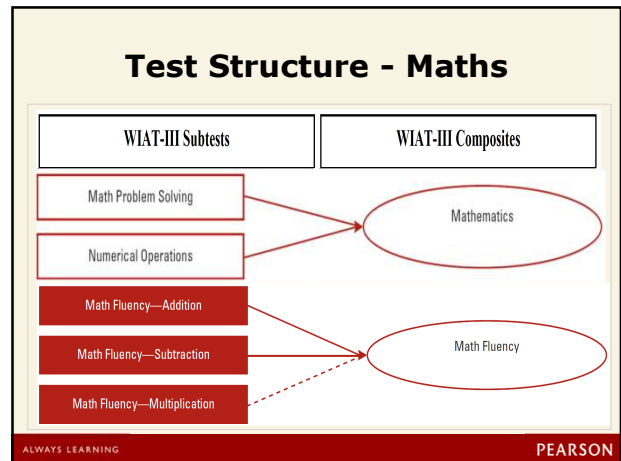
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Converting Raw Scores to Standardised Scores

Subtest	Raw Score	Standard Score	Confidence Interval (I.C.I.)	Percentile Rank (P.R.)	Grade Equivalent (G.E.)	Age Equivalent (A.E.)	Growth Scale Value (G.S.V.)
Alphabet Writing Fluency (AWF)	15	98	82-114	45	2.7		499
Spelling (SP)	16	92	85-99	30	2.3		448
Sentence Composition*(SC)		77	67-87	6	1.9		467
Sentence Combining	8	98		45	2.7		497
Sentence Building	0	58	19-96	3	<1.0		437
Essay Composition*(EC)		<100	84-117	50	3.4		495
Word Count	35	94		34	<5.0		487
Theme Development and Text Organization	5	105	79-131	65	3.8		502
Grammar and Mechanics†	2	88	76-100	21	<5.0		

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Description of the Subtests Mathematics

Subtest and Year Level	Description	Task Examples
Maths Problem Solving (Years PS to 12+)	Measures untimed maths problem-solving skills in the following domains: basic concepts, everyday applications, geometry, and algebra.	The examinee provides oral and pointing responses in response to questions presented orally (and often with visual cues) requiring the application of maths reasoning skills.

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Description of the Subtests Mathematics

Subtest and Year Level	Description	Task Examples
Numerical Operations (Years F-12+)	Measures untimed, written maths calculation skills in the following domains: basic skills, basic operations with integers, geometry, algebra, and calculus.	Examinee completes maths calculation problems presented in paper-pencil format.

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Description of the Subtests Mathematics

Subtest and Year Level	Description	Task Examples
Maths Fluency Addition (Years 1-12+)	Measures the speed and accuracy of a student's maths (addition) calculations.	The examinee solves written addition problems within a 60-second time limit.
Maths Fluency Subtraction (Years 1-12+)	Measures the speed and accuracy of a student's maths (subtraction) calculations.	The examinee solves written subtraction problems within a 60-second time limit.

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Description of the Subtests Mathematics

Subtest and Year Level	Description	Task Examples
Maths Fluency Multiplication (Years 3-12+)	Measures the speed and accuracy of a student's maths (multiplication) calculations.	The examinee solves written multiplication problems within a 60-second time limit.

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Converting Raw Scores to Standardised Scores

Subtest Score Summary

Subtest	Raw Score	Standard Score	Confidence Interval (95% CI)	Percentile Rank (D.1)	Grade Equivalent (D.2)	Age Equivalent (D.3)	Growth Scale Value (D.4)
Math Problem Solving (MPS)	47	120	111-129	97	5.3		548
Numerical Operations (NO)	25	112	104-120	79	4.0		527
Math Fluency—Addition (MFA)	25	100	84-111	50	3.2		487
Math Fluency—Subtraction (MFS)	23	115	104-122	81	4.7		550
Math Fluency—Multiplication (MFM)	15	118	109-127	88	4.1		538

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Scores and Interpretation

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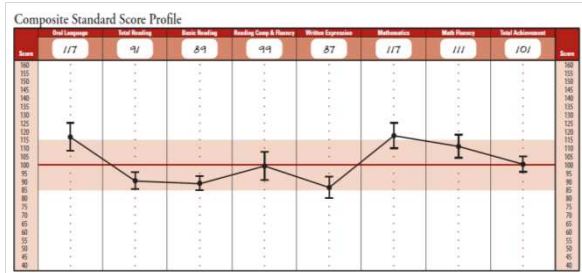
Derived Scores for Composites and Subtests

- Standard Scores (mean 100, SD 15)
 - Age norms
 - T1-2 or T3-4 School Year norms
- Percentile Rank
- School Year Equivalent
- Age Equivalent
- Growth Scale Values

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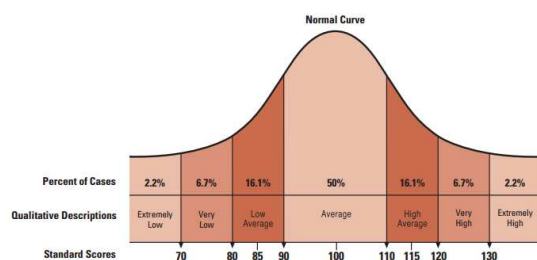
Score Profile



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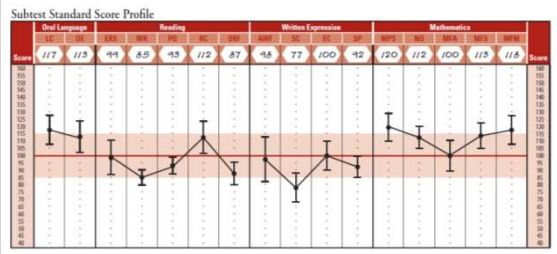
WIAT III Scores



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Score Profile



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Score Differences

Differences Between Composite Standard Scores

Comparison	Score 1	Score 2	Difference	Critical Value (CV) (SI)	Significant Difference Y/N	Base Rate
Oral Language vs. Total Reading	117	91	26	11.85	Y	5.5%
Oral Language vs. Basic Reading	117	89	28	11.54	Y	5.5%
Oral Language vs. Reading Comprehension and Fluency	117	99	18	14.04	Y	5.5%
Oral Language vs. Written Expression	117	87	30	13.61	Y	5.5%
Oral Language vs. Mathematics	117	117	0	13.07	N	21.5%
Oral Language vs. Math Fluency	117	111	6	13.18	N	21.5%
Total Reading vs. Basic Reading	91	89	2	6.97	N	21.5%
Total Reading vs. Reading Comprehension and Fluency	91	99	-8	10.62	N	21.5%
Total Reading vs. Written Expression	91	87	4	9.97	N	21.5%
Total Reading vs. Mathematics	91	117	-26	9.23	Y	5.0%
Total Reading vs. Math Fluency	91	111	-20	9.94	Y	5.5%

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GSVs and Standard Scores

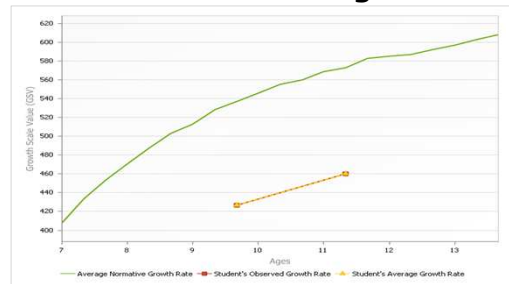
	GSV	SS
Year 7	572	88
Year 8	588	88

The student's scaled score stayed the same, but GSV scores indicate that he did learn new skills. He improved at same rate as peers but at a lower achievement level

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Growth Scale Values Chart Word Reading



Administrations		Student Performance		
Test Date	Age	%Rank	GSV	Change Since Last Test
2/18/2010	9:8	7	427	-
7/9/2011	11:4	4	460	33*

* Change since last test is significantly greater than 0.

Discrepancy Analysis

Ability-Achievement Discrepancy Analysis

Ability Measure: WISC-V Ability Score Type: FSIQ Date of Ability Testing: _____

WISC-III Subtest	Ability Score	WISC-III Score		Difference	Critical Value (CV) (SI)	Significant Difference Y/N	Base Rate
		Predicted	Actual				
Listening Comprehension							
Early Reading Skills							
Reading Comprehension							
Math Problem Solving							
Alphabet Writing Fluency							
Sentence Composition	104	105	77	26	14.62	Y	5.5%
Word Reading							
Essay Composition	104	102	99	5	13.71	N	21.5%

Note: WISC V FSIQ, GAI, NVI or other index score can be used.

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Skills Analysis and Intervention Planning

- Item-Level Skills Analysis
- Within-Item Level Skills Analysis
- Intervention Goal Statements

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Word Reading

Common Suffixes/Word Endings
 Items with Errors: 40

Annual Goal

- Given a list of ___ words with suffixes/inflected word endings, the student will point to/identify the suffix/inflected word ending within each word with no more than ___ errors and read the list aloud with no more than ___ reading errors.

Suffixes/inflected word endings will include (circle/enter): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, ___.

Short-Term Objectives

- Given a list of ___ sentences, each containing ___ different suffixes/inflected word endings, the student will read the sentences aloud with at least ___ percent of the words with the suffixes/inflected word endings read correctly.

Suffixes/inflected word endings will include (circle/enter): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, ___.

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WIAT-III Skills Analysis Report

Word Reading		Total Errors by Skill	Max. Errors by Skill	% Correct By Skill	% Correct By Feature
Morphology Types	Common Prefixes/Word Beginnings	-	-	-	-
	Common Suffixes/Word Endings	-	-	-	-
	VCE Syllables	0	1	100%	-
	Irregular Vowels	0	2	100%	-
	Single Short Vowels	0	3	100%	-
	Single Long Vowels	1	1	0%	-
	Schwa Vowel Sounds	1	1	0%	75%
	Vowel Digraphs	0	2	100%	-
	Diphthongs	0	1	100%	-
	R-Controlled Vowels	1	1	0%	-
Consonant Types	Silent Vowels	-	-	-	-
	Consonant Digraphs	2	4	50%	-
	Single Consonants	1	10	90%	-
	Double Consonants	-	-	-	-
	S as /x/ or /zh/	-	-	-	-
	T as /sh/ or /ch/	-	-	-	-
	C as /sh/	-	-	-	-
	R-Family Blends	-	-	-	75%
	L-Family Blends	-	-	-	-
	S-Family Blends	0	1	100%	-
Other	Consonant Blends/Clusters	1	1	0%	-
	Silent Consonants	-	-	-	-
	Insertions	0	-	-	-
	Mis-Sequence of Sounds	0	-	-	-
Whole Word Error	4	-	-	-	-

WIAT-III Intervention Goal Statements Report

Word Reading

Consonant Digraphs
 Items with Errors: 9, 10

Annual Goal

- Given a list of ___ words containing (circle) initial/medial/final position consonant digraphs, the student will identify the digraphs and read the list aloud with no more than ___ consonant digraph errors.

Consonant digraphs will include the following (circle/enter): ch, sh, th, wh, ng, dg, gh, ___.

Short-Term Objectives

- The student will watch the teacher use letter cards to form ___ one-syllable words/nonwords containing consonant digraphs (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ___ errors.

Consonant digraphs will include the following (circle/enter): ch, sh, th, wh, ng, dg, gh, ___.

Card examples: [ch] [o] [p], [sh] [o] [p], [p] [o] [sh]

Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

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Resources and Price Review

Essentials
 of KTEA-3 and WIAT-III Assessment

• Detailed coverage of administration, scoring, interpretation, and norming
 • Expert advice on common pitfalls
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Kristina C. Breaux
 Elizabeth O. Lichtenberger
 Alan S. Kaufman & Helen L. Kaufman, Senior Editors

WILEY

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WIAT-III
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Thank you for attending!

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