Additional Guidance on use of the Wechsler Individual Achievement Test 3rd Ed UK (WIAT-III UK)

Test	Wechsler Individual Achievement Test 3rd Ed UK (WIAT-III UK)
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Publisher and Date Published	Pearson 2017 (www.pearsonclinical.co.uk)
Date of Standardisation	Not stated in manual; communication with publisher indicates standardisation was conducted in 2016-2017
Age Range	4:0 to 25:11 (UK Norms) Ages above 25:11 (see below) **FURTHER INFORMATION OBTAINED DIRECTLY FROM PUBLISHER (8-8-18)** *WIAT-lll UK Age Range* *WIAT-lll UK is intended for testing in the age range 4:0 years to 25:11 years. The UK norms in this edition were extended upwards to 25:11 years to support Education, Health and Care Plans (EHCP), the Disabled Students' Allowance (DSA) and Access Arrangements (AA) applications for young people. The Technical Manual (included on USB in the WIAT-lll UK paper kit, and in the Q-g digital library), is primarily included to provide additional reliability, validity and background information that is not available in the UK manuals.* *Digital administration and digital scoring on Q-interactive and Q-global is available only for ages 4:0 years to 25:11 years.* *The Technical Manual does however also include the US norms up to age 50. Please note that any administrations from the age of 26 upwards would require hand scoring. Although hand scoring for the AAD: predicted-difference and simple-difference method is possible, the PSW discrepancy analysis cannot be hand scored and is therefore not available for ages 26 upwards on the WIAT-lll UK.*
Access Level (Assessors) Open/Closed	Closed. This version of the WIAT-III UK is only open to professionals with a CL1 qualification (see Pearson for more information). An Open Teacher version (with fewer subtests) is scheduled for publication next year.
What it Tests	This is a new version of the WIAT-II UK (2005) containing significant revisions, including new subtests, adapted subtests, updated artwork, as well as modifications to administration and scoring procedures. Individual subtests can be chosen and standard scores are available for almost all of the subtests and composites. **16 SUBTESTS** **Composites and individual subtests therein listed below** **An overall achievement composite can also be derived** **SS, PR and CI available for all composite and subtests except for Word Reading Speed and Pseudoword Decoding Speed**

Basic Reading
(1) Word Reading (word reading accuracy and speed)*
(2) Pseudoword Decoding (word decoding accuracy and speed)*

Reading Comprehension and Fluency
(3) Reading Comprehension (passages read silently or aloud; literal and inferential questions; does not include reading speed measure)
(4) Oral Reading Fluency (timed oral reading of two passages; can compute Reading Speed (total seconds), Reading Accuracy (number of words correctly read) and Reading Fluency (number of words correctly read per minute)

   Total Reading Composite can be derived from the 4 subtests above

Early Reading Skills (ages 4-8 only)
(5) Early Reading Skills (assesses range of skills – letter naming, letter-sound correspondence, phonological awareness {rhyme, alliteration, blending}, matching words with pictures)

Mathematics
(6) Maths Problem Solving (untimed; solving word problems; combined visual and verbal stimuli; basic concepts, everyday applications, geometry, algebra)
(7) Numeracy (untimed mathematical computations involving four operations, algebra, geometry and advanced maths)

Maths Fluency
(8) Maths Fluency – Addition (60-second additions)
(9) Maths Fluency – Subtraction (60-second subtractions)
(10) Maths Fluency – Multiplication (60-second multiplications)

Written Expression
(11) Spelling (single words; letter sounds for younger as well)
(12) Sentence Composition (sentence combining and sentence building)
(13) Essay Composition (writing on a set topic within a 10-minute time limit; topic is 'Write about your favourite game and include at least three reasons why you like it. Try to write a full page.' The topic would appear to be designed primarily for under-16s and is therefore likely to be less appropriate for HE. Word count scoring rules are in Table B.5 of Examiner's Manual; crossed-out words are not counted)
(14) Alphabet Writing Fluency (ages 4-8)

Oral Language
(15) Listening Comprehension (Receptive Vocabulary and Oral Discourse Comprehension – listening comprehension at word level and sentence/passage level)
(16) Oral Expression (Expressive Vocabulary, Oral Word Fluency and Sentence Repetition)

*Note: Word Reading Speed and Pseudoword Decoding Speed are different than TOWRE-2 as examinee is NOT instructed to read as quickly as possible; speed is calculated based on first 30-seconds of word reading and decoding at normal pace

Advantages:	- UK version of well-established US test - Recent UK standardisation - UK Norms up to age 25:11 - US Norms available up to age 50:11 (on USB in WIAT-III Technical Manual) - Co-normed with cognitive ability measures (WISC-V^{UK}, WPPSI-IV, WAIS-IV) - Can obtain SS for individual subtests and composites (except for speed measures on Word Reading/Decoding) - Encompasses a wide age range, including those in higher education - Includes a range of skills within one testing instrument - Entire battery does not have to be administered (assessors can select those that are relevant) - Clear administration instructions & reversal rules on Record Sheet; clear scoring guidelines - Adaptations have been made in language and artwork for the UK version of this test making it more appropriate for this population - UK Pronunciations (for Spelling, Word Reading, and Decoding) are included on a USB flashdrive - USB Audio available for one of the Listening Comprehension components (Oral Discourse Comprehension) 4 Reading Comprehension passages for 16+ appear suitably challenging 2 Oral Prose Reading Fluency passages for 16+ appear suitably challenging - Inclusion of the Oral Prose Reading subtest assessing speed, accuracy and fluency; can gather more information about whether reader is slow and accurate/inaccurate or fast and accurate/inaccurate; can obtain miscues for analysis - Assesses three different aspects of maths – numeracy (computations), problem-solving, and fluency for addition, subtraction and multiplication - Detailed scoring guidelines for qualitative features of essay writing (supplemental scoring book) **Some advantages of the WIAT-III^{UK} compared to WIAT-II^{UK}** - Inclusion of an additional speed measure on Word Reading and Pseudoword Decoding (although no SS available for this; only cumulative percentages)) - Fewer prose reading passages on the Reading Comprehension subtest (but with additional questions to assess comprehension) speeds administration - New, revised, and additional literal and inferential questions for Reading Comprehension with a breakdown of question type in the manual for analysis - Changes in start/stop points for several subtests (e.g. reduction in number of consecutive errors to establish ceiling may possibly shorten administration) - Removal of phonological skills at young ages from Word Reading subtest makes it a purer measure of word reading; these skills are now included in separate subtest called Early Reading Skills - Only one Stimulus Easel vs two (and smaller size) - Increased floors and ceilings on several subtests - Listening Comprehension component involving discourse has

	been added **[see Separate Table on Changes from WIAT-II^{UK} to WIAT-III^{UK}]**
Disadvantages/Notes:	• Closed test (Open Teacher version due out next year) • Lengthy 52-page Record Form • Cover Sheet is not laid out by composite groupings, which makes it more difficult to find specific subtests in the Record Form • Bulky to transport • For each age band, 8 pages of tables to scan through • Some materials (easel and word cards) not as robust as previous edition • No Silent Reading Speed measure on the Reading Comprehension subtest; this is an issue for higher/further education as it is the standard mode of reading • Oral Reading Speed, Accuracy and Fluency require various calculations using subtypes of errors (e.g. additions, omissions, substitutions) • Must remember to look up weighted raw scores first for Reading Comprehension, Oral Reading Fluency, Oral Reading Accuracy and Oral Reading Speed (Appendices A.1-A.4 in Manual) • The Reading Comprehension passages are very similar (but not exactly the same) as the previous version; cannot therefore use older stimulus books • Removal of graduated start points may make some tests longer to administer • Although ceiling is reached after 4 consecutive errors, this test appears to take longer than previous version as ceiling often not reached until later in test • Essay Composition (up to 10 minutes of writing on a set topic). As with some other tests, the topic appears to be designed more for children and is therefore less appropriate for HE. Norms appear to be lower than those on other tests (e.g. DASH Free Writing); therefore, fewer individuals are likely to obtain scores below 85, which is an issue when using this test for exam arrangements • No Standardised Scores are available for Word Reading Speed and Pseudoword Decoding Speed; Cumulative Percentages (up to 50) are provided instead (Table B5); If raw score is higher than the score representing 50%, record as >50%; communication with publisher querying why limit is 50% and why SS not used indicated that the distribution fits a rank order model not a normal distribution from which SS could be derived • Calculating Predicted Scores from the WISC-V^{UK}, WPPSI-IV and WAIS-IV is a multi-step process (see notes above) • Word Count on Essay Composition may be calculated differently than on other tests (e.g. crossed-out words not counted) • Written Expression measures (e.g. Essay Composition, Sentence Composition) on the WIAT-III^{UK} not highly correlated with the measures on the WIAT-II^{UK} • More items on the Spelling subtest, which is likely to increase administration time • Although not applicable to higher education, it is notable that the Early Reading Skills begins with naming of letters rather than sounds which may be problematic for young learner; phonological skills not measured beyond age 8 • No longer separate Response Forms for literacy and maths; rather one larger combined form

Summary	The WIAT-III[UK] is the newest version of an established test of achievement in the areas of reading, written expression, mathematics and oral language. It is suitable for use in the Assessment of Specific Learning Difficulties (SpLD) in Higher Education. While it contains many subtests, assessors may choose those from the wider battery that are most applicable for aims. Some reliability and validity checks have been conducted on the UK version, with the US version (WIAT-III) providing more comprehensive validation information. There are considerable revisions from the WIAT-II[UK] to the WIAT-III[UK] (main ones noted in separate comparison document) and therefore the assessor will need to review the manual in detail and become familiar with these changes. Most notable is the current removal of a silent prose reading speed measure and the addition of an oral reading speed/accuracy/fluency measure. While the language has been adapted in the UK version, there remain some American references in certain content. Norms for writing speed appear to be generally slower than that on other tests of writing speed (e.g. DASH), which according to the publisher may be attributable to differences in instructions, content and scoring. While currently a closed test, a Teacher version (WIAT-III[UK]-T) with a reduced number of subtests is due for publication soon. UK Norms are available up to age 25:11 (see age range section for more information).