

Additional Guidance on use of the Wechsler Individual Achievement Test- Third UK Edition for Teachers :WIAT-111 UK-T

Test	Wechsler Individual Achievement Test- Third UK Edition for Teachers :WIAT-111 UK-T
Authors	David Wechsler
Publishers	Pearson PsychCorp 2018
What it tests	Early reading skills, reading comprehension (untimed), word reading (untimed), oral reading fluency (timed) and spelling.
Date of standardisation	Version of WIAT 111 UK ? 2017
Age range	Single word reading 4- 25.11, reading comprehension and oral reading fluency which includes accuracy and speed 6- 25.11
Access level (assessors) Open/Closed	Open: relevant training in administering and interpreting psychological or educational assessment. Qualifications CL2R
What is WIAT-111 UK-T	<p>WIAT 111 UK T is a version of the WIAT 111 UK. WIAT-111 UK-T is a revision of the WIAT 11 UK-T. There are updated norms, new and revised subtests and modifications to administration and scoring.</p> <p>It was based on a UK national sample of 744 students aged 4.0- 25.11 divided into 14 age bands. A full list of exclusions is in the manual (p180-1). Data from each age group from 4.0-12.11 was collected across both relevant school year groups and across the academic year divided into two six monthly divisions. 50% gender split, one student diagnosed with learning disabilities and one gifted in each age band. C 4% of overall sample. (In the US the WIAT 111 was standardised on a national sample of 3000 children and adults up to 50 years 11 months.)</p>
Details of test materials: what is included	<p>There are five subtests.</p> <p>Early Reading skills (4-8 years): naming letters, letter sound correspondence, phonological awareness and word reading comprehension.</p> <p>Reading Comprehension (6-17+) untimed reading comprehension. Variety of texts. May be read aloud or silently. Student responds orally to literal and inferential comprehension questions.</p> <p>Word Reading (6-17+) Measures speed and accuracy of single words which increase in difficulty. Words read without a time limit although examiner records progress after 30 seconds. Pupil/student to read until the discontinue rule or last item is reached.</p> <p>Oral Reading Fluency (6-17+) Speed accuracy and fluency of contextualised oral reading. Passages are</p>

	<p>read aloud and oral responses given to comprehension questions.</p> <p>Spelling (5-17+) written spelling of letter sounds and words. Letter sound is presented within the context of a word and each word within the context of a sentence.</p>
--	---

Disadvantages	
	<ul style="list-style-type: none"> • Record forms in one booklet of 31 pages. • No alternative form of subtests. • Tests should be given in the order presented on the test form. Modifications should be carefully noted. • Comprehension passages very short and may not be representative of type and amount of reading student may be required to undertake. No Silent Reading Speed measure on the Reading Comprehension subtest • Clearly laid out word reading card but not laminated and total number of words = 75 with discontinue rule of 4 consecutive scores of 0 • Whole battery does not have to be administered but record form all in one booklet. Could be wasteful if not all subtests administered although overall test competitively priced. • Spiral bound stimulus book and manual may not be durable but are compact and light to carry around. • Spelling response sheets need to be photocopied. • Reading speed measures are subject to a number of variables and evidence should take into account qualitative evidence. More skilled readers may, for example, pause for greater emphasis or to reflect on what they have read and may thus read more slowly. Oral reading scores should therefore be treated with necessary caution. • Useful outline of skills analysis and intervention planning and steps for basic intervention included in the manual on p 48 - 9 <p><i>Refer to additional guidance WIAT-III UK (psychologist version) for further generic information)</i></p>

SUMMARY	

Recent UK standardisation with UK norms up to 25.11. Clear guidance in manual on administration and need to bear in mind the purpose of assessment, variation in individual needs and application and the importance of qualitative evidence alongside quantitative evidence. Appendices contain useful and extensive skills analysis worksheets. Clearly laid out record form with detailed guidance on administration and scoring together with a subtest score summary frontispiece. Examiner will need to take time to become familiar with nature and procedures for each subtest administration and scoring including staged subtest and weighted raw scores calculations.