

Additional Guidance on the use of the Wide Range Achievement Test 5 (WRAT5)

The WRAT5 is a re-standardisation of the WRAT4. The following guidance may assist assessors if they are considering purchasing and using this test. **Assessors will need to take some time to familiarise themselves with this re-standardised test before use. There are some subtle but important changes that require noting.** Some of these changes have been highlighted, **in purple**, in the guidance below but assessors will need to read the Manual and Norms books thoroughly to familiarise themselves with the changes.

Test	Wide Range Achievement Test 5 (WRAT5)
Authors	Gary S. Wilkinson, PhD Gary J. Robertson, PhD
Publisher and date published	Pearson 2017 www.PearsonClinical.com
What it tests	Word Reading (single word reading accuracy) Sentence Comprehension Spelling (single word spelling accuracy) Math Computation 2 reading sub-tests (Word Reading and Sentence Comprehension) give a new Reading Composite score , although little information is given in the manual as to what this new composite score actually represents.
Date of re-standardisation	2016 - 17
Age range	5 – 85+ years (WRAT4 was 5- 94.11 years)

<p>Cost</p>	<p>Whole kit (January 2018) £354.00 inc VAT from Pearson. Each part of the battery (manual, norms book, stimuli cards, record and response forms) can be purchased separately.</p> <p>Access to either of the two Pearson digital scoring platforms Q Global and Q Interactive requires purchase of a subscription licence fee or other type of user agreement.</p>
<p>Advantages of the WRAT5:</p>	<p>Test is open to specialist assessors.</p> <p>The whole test has been recently re-standardised and the general re-standardisation of the test, although US based, is reasonably sound.</p> <p>As with all tests which originate in the US there are a few Americanisms and culturally specific references e.g. the manual calculation of logarithms in the Math Computation test would not normally be expected of school students in the UK unless studying A Level Maths. However, <i>efforts have clearly been made to improve the wording of all the tests and to iron out culturally specific content.</i></p> <p>There is useful (although limited) comparative information in the test Manual relating to the typical performances of 4 clinical sub-groups compared to the general population, including a Reading Disorder sub-group.</p> <p>There is now the opportunity to choose between hand-scoring the test and using Pearson’s digital platforms. Assessors should weigh up the pros and cons of using a digital scoring platform – further advice is available on the SASC website .</p> <p>There is a useful theoretical discussion in the Test Manual of how the WRAT5 may contribute to the identification of a SpLD. While this discussion is based on US rules and regulations around SpLD assessment, it provides a useful context for assessors wishing to make use of the additional facility, within the norms tables of the WRAT5, for standard score comparisons and ability-achievement discrepancy analysis (the latter is open only to assessors able to use the WASI II or WISC IV).</p> <p>There is a short but useful discussion in the WRAT5 manual of how to take account of EAL linguistic patterns and differences when scoring the Reading sub-test.</p>

<p>Disadvantages of the WRAT5:</p>	<p>The Word Reading, Spelling and Math Computation tests are likely to be of most interest to assessors looking for an updated version of the WRAT4. However, the new start and discontinue rules on the WRAT 5 tests may underestimate the ability of adults, since, unlike the WRAT4 tests, which are discontinued after 10 or 7 consecutive errors, three of the subtests on the WRAT5 are discontinued after 5 consecutive errors. Any subsequent items that the person tested can read or spell or, in the sentence comprehension test, answer correctly, cannot be scored and can only be reported qualitatively.</p> <p>For most adults in H.E., the Sentence Comprehension test will actually involve reading considerably more items than before. For some this will add to the potential stress involved and the time taken to administer the test.</p> <p>Ability-achievement discrepancy analysis on this test is only available to assessors able to use the WASI II or, for children, the WISC IV.</p> <p>The stimuli cards (e.g. for Word Reading and Sentence Comprehension) are printed using a very light typeface that might be quite hard to read.</p> <p>The manual score charts do not colour code the blue and green alternate forms – which makes it harder to identify the correct chart.</p>
<p>Other changes to watch out for:</p>	<p>For the Word Reading, Math Computation and Spelling tests, the basal criterion and reverse rules have not changed. While adults would not normally complete Part 1 of each of these tests (i.e. letter reading/writing or oral math), examinees have to obtain a raw score of 5 or more on any of the Part 2 tests. If this basal criterion is not met, the reverse rule applies and examinees are administered all of the Part 1 items after Part 2 is completed. But on the Sentence Comprehension test the basal criterion is now a first 3-right rule (in WRAT4 this was a first 5-right rule) that requires examinees who start at item 10 or item 15 to answer the first three items correctly at their start point. If this criterion is not met (i.e. one or more of the first 23 items are scored 0), the items immediately preceding the start point are administered in reverse order until the examinee answers 3 items correctly. Testing then resumes in forward sequence with the next new item.</p>

There is no change to **start points** on the Word Reading, Spelling and Math computation tests (where adults will normally start with Part 2 of the test) but there is a change regarding the Sentence Comprehension test. In WRAT4 the start point was determined by performance on the Word Reading test. This routing has been removed, thus, according to the manual, '*reducing the number of sample items and eliminating the need for prompts*'. All adults will now normally start at item 15 – but this will mean they now have 35 potential sentences to read and respond to before reaching the end of each 50 item card. This increases, not reduces the number of items an adult in H.E. would typically need to read on the Sentence Comprehension test, where they would have usually had 19 items to read.

There are some subtle changes to the **general administration instructions** for each test that need to be carefully noted by the assessor. For example, in the Word Reading test on the WRAT4, an examinee could be asked to repeat a word the first time (only) an error was made. This is no longer the case on the WRAT5. For the Word Reading test on the WRAT5 there are important new instructions regarding articulation differences due to dialect, regional speech patterns or EAL, which should not be penalised. On the new Spelling Test, words may now be repeated if necessary. On the Math Computation test the examinee should be given a blank piece of paper (for working) in addition to the response form. On the Sentence Comprehension Test more guidance than previously is given regarding ungrammatical responses and unconventional word choices.

Confidence intervals can no longer be 'read off' separate tables in the manual for each sub-test, as in the WRAT4, but need to be individually calculated for each standard score at either 90% or 95% using the + and - confidence levels provided at the bottom of each norms table.

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