

Comparison of WIAT-II^{UK} and WIAT-III^{UK}

New Composite Areas	WIAT-III ^{UK}	WIAT-II ^{UK}	Changes/Notes
General Changes			<ul style="list-style-type: none"> • Co-normed with cognitive ability measures (WISC-V^{UK}, WPPSI-IV, WAIS-IV) • Longer Record Form (52 pages) and Response Booklet (32 pages) • Record Form Cover Sheet is no longer laid out by Composite groupings, therefore locating subtests is less straightforward • Longer Tables (8 vs 2 pages for each age band) • Reading Comprehension Questions now in the Record Form instead of easel • No Reading Speed measure for Reading Comprehension subtest • To obtain reading speed, must administer additional (new) subtest - Oral Reading Fluency • Addition of Maths Fluency subtests • One easel instead of two, but additional Stimulus Book required for Oral Reading • Changes in Start Points and Ceilings • New and revised items; increased number of items for several subtests • Pronunciations available on USB
Basic Reading 6-17+	Word Reading Pseudoword Decoding	Word Reading Pseudoword Decoding	<ul style="list-style-type: none"> • Audio Recording to facilitate scoring recommended on record sheet and in manual; email communication with publisher indicates this is not mandatory • Some words/non-words are from previous versions but most are new • Fewer words and non-words in new version, but more difficult toward end • No graduated start points for Word Reading • Stop at 4 consecutive errors (not 7) • Includes timed element; different than TOWRE-2 as examinee is NOT instructed to read as quickly as possible; speed calculated based on first 30-seconds of word reading/decoding at own pace • No Standard Score provided for Word Reading Speed and Pseudoword Decoding Speed; Instead Table B.5 (p.302) in UK Scoring and Normative Manual provides Cumulative Percentage (percentage of individuals in sample that scored at or below that level) up to the 50th cumulative percentage; if between two levels, either state range of higher limit (according to communication with publisher); if beyond state >50th cumulative percentage • Word Cards needed for administration (as in previous version)

<p>Reading Comprehension and Fluency (6-17+)</p>	<p>Reading Comprehension Oral Reading Fluency</p>	<p>Reading Comprehension NA</p>	<ul style="list-style-type: none"> • Comprehension questions are no longer on easel; they are in Record Form • Reduced number of passages for most age bands, potentially lessening administration time • Similar reading passages on Reading Comprehension (but different enough that the previous stimulus materials cannot be used) • At age 6, a new passage has been added • At older ages, two of the passages have been omitted • Mostly new and increased number of comprehension questions; breakdown of literal and inferential in manual for analysis in manual • Some of the new questions may be ambiguous to examinees (e.g. 'Which part of the passage tells you...') • No speed measure in the new version of the Reading Comprehension subtest • No oral sentence reading in new version of the Comprehension subtest • Stimulus Book required for administration of Oral Reading Fluency • Audio recording recommended, but not mandatory (as above) • Oral Reading Fluency is NEW subtest; to encourage reading for meaning, examinee told s/he will be asked a comprehension question at end (not scored); 2 age-relevant passages read • Some American references in passages • Oral Reading Fluency Booklet needed for administration • Oral Reading subtest includes 3 sub-measures – Oral Reading Speed (overall time in seconds); Oral Reading Accuracy (number of words correctly read) and Oral Reading Fluency (words per minute = number of words in passages minus omissions divided by time in seconds and multiplied by 60) • All Raw Scores must be converted to Weighted Raw Scores (see tables on pages 2-10 in UK Scoring and Normative Manual) before using Tables for Reading Comprehension as well as Oral Reading Fluency, Accuracy & Speed
	<p>4 subtests above = Total Reading Composite</p>	<p>3 subtests above = Total Reading Composite</p>	<ul style="list-style-type: none"> • New Composite consists of 4 subtests (3 in earlier version)

Early Reading Skills (Ages 4-8)	Early Reading Skills Rhyming, alliteration, letter names and sounds	NA	<ul style="list-style-type: none"> • In earlier version, some of these types of items ((e.g. phonological skills) were included within the Word Reading subtest at younger ages; now a separate subtest, making Word Reading a purer measure of that skill • Stimulus Book required • Early questions involve providing the name of letters vs. the letter sounds, which is likely to be less familiar to KS1 children • All 34 items must be administered (no stop points), making this a long test for younger learners
Written Expression	<p>Essay Composition (8-17+)</p> <p>Sentence Composition (6-17+)</p> <p>Spelling (5-17+)</p> <p>Alphabet Writing Fluency (4-8)</p>	<p>Written Expression</p> <p>Spelling</p> <p>NA</p>	<ul style="list-style-type: none"> • Response Book needed • New version scores essay composition and sentence composition separately • Sentence composition can be lengthy and daunting for the weak writer; involves sentence combining and sentence building • New Prompt for Essay Writing (favourite game and at least 3 reasons for liking it). As with other tests, the topic seems to be designed primarily for under 16s and is less appropriate for HE; Note: crossed-out words are not counted (see p. 147 in Examiner’s Manual) • Norms for writing speed do not match with DASH norms; communication with publisher states that SS should be reported (not wpm) and the difference in prompts may be contributing to this • New words for spelling • Increased number of words for spelling (63 vs. 53); although ceiling is reached at 4 consecutive errors in new version, piloting indicates increased administration time
Mathematics	<p>Numeracy (5-17+)</p> <p>Maths Problem Solving (4-17+)</p>	<p>Numerical Operations</p> <p>Mathematical Reasoning</p>	<ul style="list-style-type: none"> • Response Book used • Different items; similar constructs/concepts in both subtests • Stimulus Book required for Maths Problem-Solving
Maths Fluency	<p>Addition (6-17+)</p> <p>Subtraction (6-17+)</p> <p>Multiplication (8-17+)</p> <p>(60 seconds each)</p>	NA	<ul style="list-style-type: none"> • Useful addition to the new version; quick and easy to administer • Response Book used

<p>Oral Language (4-17+)</p>	<p>Listening Comprehension Includes:</p> <ul style="list-style-type: none"> (a) Receptive Vocabulary (b) Oral Discourse Comprehension <p>Oral Expression</p> <ul style="list-style-type: none"> (a) Expressive Vocabulary (b) Oral Word Fluency (c) Sentence Repetition 	<p>Listening Comprehension</p> <ul style="list-style-type: none"> (a) Receptive Vocabulary (b) NA <p>Oral Expression</p>	<ul style="list-style-type: none"> • Stimulus Book required • More encompassing in new version • Oral Discourse Comprehension is a new component of the Listening Comprehension subtest involving listening to sentences/passages and answering comprehension questions; audio provided on USB flashdrive to assist with administration.
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