Wechsler Individual Achievement Test
Second Edition

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Overview of the WIAT-II

- Comprehensive or area of need/referral
- Individually administered
- Grades Pre-Kindergarten through 16
- Ages 4:0 to adulthood
- 9 Subtests in 4 content areas
- Time: Pre-K - K 45 min
  Grades 1 – 6 90 min
  Grades 7 – 16 90 –120 min
Overview of the WIAT-II

- Nationally standardized with a representative age-based and a grade-based sample.
  - Student Age-based sample of 2,950
  - Student Grade-based sample of 3,600
  - College Grade-based sample of 707
  - Adult Age-based sample of 515
Offers a full array of normative information

- Age-based standard scores
- Grade-based standard scores
- Percentiles
- Stanines
- Normal curve equivalents (NCEs)
- Age and Grade equivalents for each of the subtests
- Linked to the WPPSI-R; WISC-III; and WAIS-III
Development Goals of the WIAT - II

- Update the norms
- Modify subtests
- Extend the age range
- Improve scoring
- **Strengthen the link between assessment and instruction/intervention**
- Include ability – achievement discrepancy analysis using Verbal IQ, Performance IQ, and factor scores
- Co-develop with a process instrument
- Develop a “stand-alone” computer scoring program that includes skills analysis
Revisions Guided by Research, Standards and Mandates

- **Reading Subtests**
  - Report of the National Reading Panel (2000)
  - Research by Virginia Berninger and others funded by the National Institute of Child Health and Human Development (NICHHD)

- **Mathematics Subtests**
  - Consistent with the *Principles and Standards for School Mathematics* (2000) by the National Council of Teachers of Mathematics

- **Written Language Subtests**

- **Oral Language Subtests**
  - Representative of oral language activities as they occur in the classroom
  - Links language more closely to reading activities
WIAT-II and Reading

❶ Reading Composite

▲ Word Reading
▲ Reading Comprehension
▲ Pseudoword Decoding
Early Identification

Percentage brought up to grade level as function of grade in which reading problem was identified (based on large-scale, N=20,000, statewide assessment cited in Keeney & Keeney (1968):

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>82</td>
<td>4</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>46</td>
<td>5-7</td>
<td>10-15</td>
</tr>
</tbody>
</table>
Content Changes from WIAT to WIAT-II

Word Reading
- Accuracy of word recognition

Word Reading
- Letter identification
- Phonological awareness
- Alphabet principle (letter-sound correspondence)
- Accuracy of word recognition
- Automaticity of word recognition
Word Reading

First 47 items are pre-word reading items that measure subword processes

- Matching alphabet letters
- Naming alphabet letters
- Matching rhyming words
- Generating rhyming words
- Matching beginning sounds
- Matching ending sounds
- Blending phonemes into words
- Alphabet principle
National Reading Panel Report (2000) notes that correlational studies identified phonological awareness and letter knowledge as excellent school-entry predictors of how well children learn to read during the first 2 years of instruction.

Early assessment of these skills prior to formal reading instruction is a reliable predictor of later reading achievement. (Torgesen, et. al., 1994)
Delays in the development of **phonological awareness** are frequently found in children with developmental reading disorders. (Alexander, et. al., 1991)

Adams (1990) and Lennon & Slesinski (1999) suggest that **letter naming** is also an appropriate measure for selecting children for differing levels of instruction.
Word Reading measures 3 components of phonological awareness (the ability to focus on and manipulate phonemes in spoken words):
- phonemic identity (Items 42-47)
- phonemic categorization (Items 34-38)
- phonemic blending (Items 39-41)
Based on the findings of Schatschneider, Francis, Foorman, Fletcher, and Mehta (1999), the following phoneme awareness tasks are ordered by level of difficulty:

1. First-sound comparison. Identify the names of pictures beginning with the same sound.
2. Blending onset-rime units into real words.
3. Blending phonemes into real words.
4. Deleting a phoneme and saying the word that remains.
5. Segmenting words into phonemes.
6. Blending phonemes into non-words.
Word Reading

When a reader is accurate but not automatic at word recognition, considerable amounts of mental energy or effort are required. The goal for reading fluency must be beyond accuracy to automaticity. (Samuels, 1988)
For more information to guide intervention

- If you want to evaluate *automaticity*, check the >3” column next to the item when the examinee requires more than 3 seconds to respond correctly.
- You may also mark when the examinee self corrects on an item by placing a check mark in the column labeled SC.
- The >3” and SC check marks are not used when calculating the Total Raw Score for the subtest, but they provide useful qualitative information.
Error Analysis

Use the Qualitative Observations to note the frequency of the following:

- Substitutes visually similar letters
- Provides nonword responses for rhyming words
- **Pronounces words automatically**
- Laboriously “sounds out” words
- **Self corrects errors**
- Loses place when reading words
- Makes accent errors
- Adds, omits, or transposes syllables
Word Reading Skills Analysis
Identifies subword errors by type and whole word errors.

Word Reading Error Analysis
Should focus on whole word errors such as automaticity vs accuracy
self corrections
loses place easily or requires marker
makes accent errors
adds phonemes
omits phonemes
transposes phonemes
Content Changes from WIAT to WIAT-II

Pseudoword Decoding
- None

Pseudoword Decoding
- Phonological decoding
- Accuracy of word attack
Skills Measured

- Evaluates whether the phonological decoding mechanism is developing in an age-appropriate manner.

- Frequently, older students who are struggling in reading, will demonstrate non-mastery of the alphabet principle as they are unable to decode unfamiliar words.
Pseudoword Decoding

Error analysis

syllable type
position
morphology
omission
substitution
transposition
accent
Pseudoword Decoding

For more information to guide intervention

- Compare score to the Word Reading score
  - Compare error patterns for consistency
  - May follow up with the criterion-referenced inventory of spelling-phoneme knowledge in PAL-Test Battery Appendix D
Content Changes from WIAT to WIAT-II

Reading Comprehension
- Literal comprehension
- Inferential comprehension

Reading Comprehension
- Literal comprehension
- Inferential comprehension
- Lexical comprehension
- Reading rate
- Oral reading accuracy
- Oral reading fluency
- Oral reading comprehension
- Word recognition in context
Reading requires the coordination of the separate skills of word recognition and work attack, or decoding, as well as comprehension. RC Standard Score represents the examinee’s ability to understand what has been read under various conditions.
Evaluates comprehension

◆ at the **word level**
  ▲ Match a word or phrase to a picture

◆ at the **sentence level**
  ▲ Read a sentence aloud and answer questions about it

◆ at the **text level**
  ▲ Read a passage and answer questions about it
Skills Measured

- Matching pictures with words
- Recognizing stated detail
- Recognizing implied detail
- Predicting events and outcomes
- Drawing conclusions
- Using context to determine word meaning
- Recognizing stated cause and effect
- Recognizing implied cause and effect
Reading Comprehension

- Identifying main idea
- Sequencing
- Identifying fact or opinion
- Making inferences
- Reading aloud words in context
- Oral reading fluency
- Reading speed for passages
- Reading rate (speed in relation to accuracy)
The basal rule must be followed as it is outlined in the Examiner’s Manual.

▲ If the examinee scores 0 on all of the grade-specific basal items, then reverse 3 start points and begin again.

▲ If the examinee scores any points on the grade-specific basal items, continue to the end of the item set.

▲ If you are certain that the examinee will be unable to answer any of the assigned grade level basal items, then you may apply the reverse rule immediately and reverse 3 start points.
Notice regarding scoring procedure.

1. When you calculate the total raw score, base it only on the grade set administered. In other words, do not give credit for preceding, unadministered items.

2. Before obtaining the standard score in the norms tables, you must convert the total raw score to a weighted raw score using the conversion table. The weighted raw score is then converted to the standard score. Always use the norms for the grade in which the student is enrolled, regardless of what grade set was administered. If you using the Scoring Assistant, it will calculate the weighted raw score and the standard score for you from the total raw score.
Why is the raw score weighted?

Raw scores have different value depending on which grade set was administered. The raw score is weighted by the difficulty level of the items in the grade set administered. This enables you to compare the weighted raw scores of students who reversed with those who did not. For the age norms, it also affords better precision when comparing the scores of students who are the same age but enrolled in different grades.
Error Analysis

- For more information to guide intervention

- Compare words read in context (Target Words) to Word Reading performance
- Identify reading rate by using the graph in the record form
- Compare performance on Word Reading and Pseudoword Decoding to Reading Comprehension
Use the Qualitative Observations to note the frequency of the following:

- Reading passage aloud or silently when given a choice
- Refers back to the passage in order to answer questions
- Reads sentences fluently
- Makes self-corrections
- Uses context clues when decoding
- Uses phonetic decoding skills
Error Analysis

Poor reading comprehension can also occur because a student has low verbal ability, a language disorder, or mental retardation. Compare the RC score to FSIQ, VIQ, PAL-RW Sentence Sense, as well as other WIAT II reading subtests.
Error Analysis

Reading Target Words
- Oral fluency
- Words in context vs. word list
- Types of oral reading errors
- Comprehension following sentences vs. passages
Intervention

- Comprehension monitoring
- Cooperative learning
- Graphic and semantic organizers
- Story structure
- Question answering
- Question generation
- Summarization
- Multiple-strategy teaching
Recent research focuses not so much on the kinds of strategies that benefit readers, but more on the most effective ways to teach students to use strategies.

- reciprocal teaching
- direct explanation approach
Reciprocal teaching instructs students to use 4 strategies: predicting, questioning, seeking clarification, summarizing.

Was found to be more effective when paired with direct teaching when teachers model and provide decreased feedback as the student becomes more independent in strategy use.
Vocabulary

- Vocabulary instruction is critical to any reading comprehension approach.
- Compare performance on the vocabulary items per passage, expressive vocabulary, and receptive vocabulary in LC.
◆ NRP recommends
  ▲ vocabulary words should come from content-learning materials
  ▲ explicit vocabulary instruction
  ▲ pre-teaching new words
  ▲ teach as many connections to a specific word as possible with multiple exposures to a word
Key Points About the Assessment of Reading

1. Identify how a child’s performance compares to age- or grade-mates
2. Identify specific skill deficits
3. Identify specific skill strengths
4. Evaluate all levels of language
   Subword, Word, Sentence, Text
5. Identify dissociations between areas assessed by subtests
6. Develop recommendations based on student performance and research-based interventions
Mathematics Composite

▲ Numerical Operations

▲ Math Reasoning
Content Changes from WIAT to WIAT-II

Numerical Operations

- Numeral writing
- Calculation (addition, subtraction, multiplication, division)
- Fractions, decimals, algebra

Numerical Operations

- Counting
- One to one correspondence
- Numeral identification and writing
- Calculation (addition, subtraction, multiplication, division)
- Fractions, decimals, algebra
Numerical Operations

Description

- Assesses the ability to identify and write numbers, count using 1:1 correspondence, and solve written calculation problems and simple equations involving the basic operations of addition, subtraction, multiplication and division.

Considerations

- Provide a pencil without an eraser. If a mistake is made, the examinee should mark through it and write the correction beside it.
Skills Measured

- Number discrimination
- Identifying missing number in rote count
- Writing single and double digit numbers
- Counting by rote
- Writing numbers to correspond with rote counting
- Addition--basic facts
- Subtraction--basic facts
- Addition--multi-digits--no renaming
- Subtraction--multi-digits--no regrouping
Numerical Operations

- Addition--multi-digits--with renaming
- Subtraction--multi-digits--with regrouping
- Subtraction--with regrouping using decimals
- Multiplication--basic facts
- Multiplication--multi-digit and single digit
- Division--basic facts
- Division--using single digit divisor--no regrouping
- Division--using single digit divisor--with regrouping
- Addition--using single digit decimals
Numerical Operations

- Subtraction of simple fractions with common denominators
- Subtraction of simple fractions with different denominators
- Multiplication--multi-digits
- Multiplication--simple fractions
- Division--using multi-digits--with regrouping
- Calculating with exponents
- Multiplication--using decimals
- Calculating square root
- Addition of negative integers
Numerical Operations

- Calculating percent
- Division--using simple fractions
- Solving simple algebraic equations
- Calculating $\pi$
- Multiplication of simple fractions and whole numbers
- Division of simple fraction by whole number
- Calculating after applying order of operations
- Division with decimals
- Solving complex algebraic equations
Numerical Operations

- Calculating square root of exponents
- Using basic geometry
Numerical Operations

Skill Analysis
- Process
- Continuum
- Splinter skills

Error Analysis
- Basic Facts
- Attention to detail
- Procedural
- Spatial
Error Analysis

For more information to guide intervention

▲ Compare performance with Math Reasoning
▲ Identify specific skill deficits
▲ Review scratch paper for error analysis
▲ After test, ask examinee to work aloud a problem that was missed to check procedures
Error Analysis

Use the Qualitative Observations to note the frequency of the following:

- Writes incorrectly formed or reversed numerals
- Uses fingers/aids for counting or calculating
- Demonstrates automaticity of math facts
- Conversion problems (horizontal to vertical)
- Uses place value correctly
- Makes sequential errors
Math Reasoning
- Quantitative concepts
- Problem solving
- Money, time, and measurement
- Geometry
- Reading and interpreting charts and graphs
- Statistics

Math Reasoning
- Quantitative concepts
- Multi-step problem solving
- Money, time, and measurement
- Geometry
- Reading and interpreting charts and graphs
- Statistics and probability
- Estimation
- Identifying patterns
Math Reasoning

Description
◆ The examinee is presented with a series of problems with both verbal and visual prompts that assess the ability to reason mathematically.
◆ Solutions are single- or multi-step.

Considerations
◆ Provide a pencil without an eraser and scratch paper.
◆ Unless the examinee is actively working on a problem, move on to the next item after about 1 minute.
Skills Measured

- Use whole numbers to describe quantities
- Use geometric and spatial reasoning to solve problems
- Create and solve addition and subtraction problems using whole numbers
- Create and solve multiplication and division problems using whole numbers
- Use quantities less than a whole
- Use patterns to solve problems
- Use non-standard and standard units to measure
Math Reasoning

- Tell time and use time to compare and order
- Use grids and graphs to make comparisons, draw conclusions, or answer questions
- Solve problems using or related to money
- Use theoretical and experimental probability to draw conclusions, answer questions, and make predictions
Math Reasoning

Skill Analysis
Set up problem
Multi-step
Calculation

Error Analysis
Basic facts
Procedural
Spatial
Strategic
Extraneous Info
Error Analysis

- For more information to guide intervention
  - Compare performance with Numerical Operations
  - Identify specific skill deficits
  - Review scratch paper for error analysis
  - After test, ask examinee to work aloud a problem that was missed to check procedures
  - After test, provide a calculator and ask examinee to solve a problem that was missed to check procedures versus computation errors
Error Analysis

Use the Qualitative Observations to note the frequency of the following:

- Uses paper and pencil for calculation
- Organizes work to facilitate problem-solving
- Uses concrete aids for computation
- Breaks multi-step problem into smaller units
- Disregards irrelevant information
- Uses correct operation to calculate solution
- Employs use of an effective strategy to problem solve
Error Analysis

- Conduct error analysis by determining if student has problems
  - Discriminating essential from non-essential information
  - Identifying required math process(es)
  - Setting up the calculation problem
  - Correctly calculating the answer
Error Analysis

- Conduct error analysis by observing the strategies employed, watching the student solve problems, listening for spontaneous verbalizations, and reviewing “scratch paper”

- Strategies might include
  - Guessing with or without checking
  - Drawing pictures or tables
  - Developing or recording a formula
  - Estimating an answer and working backwards
  - Talking through alternative procedures
Key Points About the Assessment of Math

1. Identify how a child’s performance compares to age- or grade-mates
2. Identify specific skill deficits
3. Identify specific skill strengths
4. Use error analysis to determine where the process is breaking down
5. Identify dissociations between areas assessed by subtests
6. Develop recommendations based on student performance and research-based interventions.
WIAT-II and Written Language

- Written Language Composite
  - Spelling
  - Written Expression
Low-Level Skills: Transcription in Writing (Handwriting and Spelling)

High-Level Skills: Composition in Writing (Text/Discourse)

General Principle: Teach Low Level Skills to Automaticity to Free-Up Limited Resources of Working Memory for the High-Level Skills
Content Changes from WIAT to WIAT-II

Spelling

- Alphabet principle (sound-letter correspondence)
- Written spelling of regular and irregular words
- Written spelling of homonyms (integration of spelling and lexical comprehension)

Spelling

- Alphabet principle (sound-letter correspondence)
- Written spelling of regular and irregular words
- Written spelling of homonyms (integration of spelling and lexical comprehension)
Error Analysis

Consult Table 7.5 in the manual

Structure for Analysis of Spelling Errors

- 7 different error types
- examples of errors
- intervention recommendations
Spelling

Error Analysis

Syllable types
Morphology
Homonymms
Contractions

Developmental Level

Compare to Word Reading & Pseudoword Decoding
Error Analysis

- For more information to guide intervention

- Compare performance with Word Reading at letter, letter blend, and word levels
- May follow up with a criterion-referenced inventory of spelling-phoneme knowledge
- Note the type of misspelling as it is indicative of the developmental stage of the speller
- Note whether misspelled homonyms are context rather than spelling errors
Error Analysis

Use the Qualitative Observations to note the frequency of the following:

- Difficulty with single consonant letter/sound or consonant letter cluster/sound relationships
- Spelling errors occur at the beginning, medial position, or ending of words
- Write and rewrites a word several ways to determine which “looks” right
- Spells phonetically
- Self-corrects errors
- Omits suffixes that mark tense or part of speech
- Makes errors on contractions
- Writes the incorrect homonym
Content Changes from WIAT to WIAT-II

Written Expression
- Descriptive writing
  (evaluated on extension and elaboration, grammar and usage, ideas and development, organization, unity, and coherence, and sentence structure and variety)
- Narrative writing
  (evaluated on the same criteria as descriptive)

Written Expression
- Timed alphabet writing
- Word fluency writing
- Sentence combining
- Sentence generation
- Written responses to verbal and visual cues
- Descriptive writing
  (evaluated on organization, vocabulary, and mechanics)
Content Changes from WIAT to WIAT-II

Written Expression

- Persuasive writing (evaluated on organization, vocabulary, theme development, and mechanics)
- Writing fluency (based on word count)
Written Expression

Description

- Assesses the writing process at the subword, word, sentence, and text levels.

- Includes 5 sections:
  - **Alphabet Writing** (ONLY PreK-Grade 2) is a timed measure of automaticity and recall of sequential information.
  - **Word Fluency** assesses the ability to generate and write a list of words that match a prescribed category.
▲ **Sentences** evaluate the ability to combine multiple sentences or the ability to generate a sentence from visual or verbal cues.

▲ **Paragraph** (ONLY Grades 3-6) can be evaluated holistically or analytically using a rubric scoring system. Analytic required for standard score.

▲ **Essay** (ONLY Grades 7-16) can be evaluated holistically or analytically using a rubric scoring system. Analytic required for standard score.
Error Analysis

Timed alphabet writing is especially diagnostic for children who have not automatized letter formation or who have difficulty recalling alphabet sequence.

- You may wish to have the child continue to write the entire alphabet from memory.
  - By the end of Grade 1, children should be able to produce all 26 letters.
  - Second graders should be writing them automatically.
**Word Fluency** items appear on both Written and Oral Expression subtests and measure the ability to generate a variety of words that fit a specific category within time limits.

▲ Overall poverty of words could indicate limited exposure to or lack of experience or a language deficit. Look at WISC III Vocabulary.

▲ Low score could also indicate a difficulty in accessing words from the memory store or a rate-based problem. Look at other rate-based items.

▲ Review the recall strategies employed, loss of set, repetitions (lack of self monitoring). Look at Executive Function tasks on WISC III PI, DKEFS, NEPSY.
The **sentence items** measure the ability to produce grammatically correct sentences in response to semantic, visual, or verbal cues.

- Content errors may occur when the examinee is unable to combine or summarize multiple pieces of information into a single, concise statement.
- Mechanical errors may occur when basic punctuation and capitalization rules are broken.
- Scoring rules were selected, in part, based on the most discriminating items between those in the Standardization sample with and without writing disorders.
Error Analysis

- If student has problem in WIAT II Sentence Combining, Paragraph Writing, Essay Writing or Reading Comprehension, look at WISC III Verbal Comprehension Factor and CELF III Sentence Formulation.

- If student has problem in WIAT II Word Count (a supplemental score that indicates writing fluency), look at WIAT II Spelling, PAL Alphabet Writing and Copy Tasks, and PAL Finger Sense and other measures of fluency.
Paragraph and Essay Writing measure the student’s ability to communicate ideas in written form. When a student is having difficulty, you should first determine whether handwriting or spelling difficulties are contributing. Under development of transcription skills and related low-level neurodevelopmental processes are often the underlying cause of written expression problems. (Berninger, et. al. 1991, 1994, 1998)
Error Analysis

- Even intellectually gifted students are sometimes misdiagnosed as unmotivated when actually they have low-level writing disabilities (Yates, et. al., 1994)
- For empirically validated interventions aimed at simultaneous improvement of high-level and low-level processes, see PAL Guides for Intervention (Berninger, 1999).
WIAT-II and Oral Language

- Oral Language
  - Listening Comprehension
  - Oral Expression
Content Changes from WIAT to WIAT-II

Listening Comprehension
- Receptive vocabulary
- Listening-literal comprehension
- Listening-inferential comprehension

Listening Comprehension
- Vocabulary
- Listening-literal comprehension
- Listening-inferential comprehension
Error Analysis

For More Information to Guide Interpretation

- Compare performance on the Sentence Comprehension items to the Oral Expression VPR and GD tasks because both measure pragmatic use of language and require attention to detail.
- Compare performance on the vocabulary items to the Reading Comprehension vocabulary items.
- Compare performance on the less demanding Receptive Vocabulary to the integrated listening-speaking Expressive Vocabulary items.
Content Changes from WIAT to WIAT-II

Oral Expression
- Expressive vocabulary
- Giving directions
- Explain steps in sequential tasks

Oral Expression
- Word fluency (oral)
- Auditory short-term recall for contextual information
- Story generation
- Giving directions
- Explaining steps in sequential tasks
Oral Expression

Description

- Oral Expression has four sections:
  - Sentence Repetition (only Grades PreK–3),
  - Word Fluency,
  - Visual Passage Retell, and
  - Giving Directions.

- Requires the examinee to produce oral language to recall and repeat, categorize, describe, and provide information to direct others.
For More Information to Guide Interpretation

- Compare performance on the oral Word Fluency items to the written Word Fluency items.
- Be alert to examinees who request multiple repetitions or who produce a response that is only partially related to the prompt.
- Performance on the shorter sentences (SR) is more dependent on memory span, the longer sentences require short-term memory.
Completing the WIAT-II

Record Form

- Score Conversion Worksheet
- Summary Report
- Ability-Achievement Discrepancy Report
- Parent Report
Scoring Assistants

- WIAT II Scoring Assistant
  - Summary report of WIAT II scores
  - Error analysis of subtests
  - Observations
  - Parent Report

- WIAT II – WISC III (WIAT II – WAIS III - WMS III) Scoring Assistant
  - Summary report of WIAT II scores
  - Error analysis of subtests
  - Observations
  - Parent Report
  - Ability-achievement discrepancy report
Completing the Score Conversion Worksheet

- Determine whether you will use grade-based or age-based normative data.
- Transfer the Total Raw Score from each of the subtests to the space provided.
- Use Appendix C or Appendix F to obtain the standard score for each subtest.
- Transfer the subtest standard scores to the Summary Report on the front of the record form.
Supplemental Score Conversion Worksheet

- Continue to use either grade-based or age-based norms.
- Transfer the Total Raw Scores for the supplemental scores from the subtests to the space provided.
- Use Appendix B or Appendix E to obtain the quartiles or decile for each total raw score.
Supplemental Score Conversion Worksheet

- For Oral Expression Word Fluency only, transfer the converted score from the Oral Expression subtest. Divide the converted score by 2 and record the quotient in the oval to the right of the previously recorded converted score.

- Transfer the supplemental quartiles or decile to the Summary Report.
Completing the Summary Report

1. Complete demographic information and calculate age.
2. Indicate whether you used grade-based or age-based standard scores.
3. Transfer the subtest standard scores from the Raw Score Conversion worksheet.
4. Calculate the composite standard scores by summing the subtest standard scores, then use Table C.2 or Table F.2.
Completing the Summary Report

6. If desired, supply the confidence interval information for each subtest and composite.

7. If you wish to obtain percentile ranks, NCE’s, or stanines for the subtest and composite standard scores, use Table D.3 or Table G.3.

8. If you wish to obtain grade or age equivalents, you must use the subtest raw scores rather than the standard scores. Use Table D.4 or G.4.
To calculate the Total Composite score, sum the standard scores of all 9 of the subtests, then use Table C.2 or Table F.2 to convert this sum to a Total Composite standard score.

If desired, transfer the Supplemental scores from the Supplemental Score Conversion worksheet.
Completing the Ability – Achievement Discrepancy Analysis

1. Record the name of the ability test used and the date of ability testing.

2. For each ability-achievement discrepancy you wish to calculate, enter the Wechsler score in the Ability Standard Score column.

3. Decide whether you want to use the predicted-achievement or the simple-difference method.

4. Use Appendix H to determine WIAT-II scores predicted from Wechsler scores. Subtract the actual WIAT-II score from the predicted score.
5. If using Simple Difference, subtract the actual WIAT-II subtest score from the ability standard score.

6. Determine whether each ability-achievement discrepancy is statistically significant using Appendix I or Appendix J.

7. Determine how frequently a statistically significant difference occurred in the standardization linking sample using Appendix I or Appendix J.
Limitations of Ability - Achievement Discrepancy Analysis

Reynolds has cautioned that “determining a severe discrepancy does not constitute the diagnosis of LD; it only establishes that the primary symptom of LD exists”.

- Evidence separate from test results should indicate that the student has a “failure to achieve” or lack of attainment in one of the principal areas of school learning.
Clinical evidence and direct observations must indicate that the student may have some form of “psychological process disorder” such as attention and concentration difficulties or problems of conceptualization, information processing, or comprehension of written and spoken language.

The examiner must ascertain that observed behavior, symptoms, or deficits in the student’s learning are not due to other factors such as sensory incapacity (visual or hearing impairment), mental retardation, emotional disturbance, and educational and economic disadvantages.
Similarly, the examiner must determine that deficits do not result from factors in the medical or developmental history of the individual. These factors include prenatal medical problems; delayed speech; hearing or visual development; brain injury or illnesses that cause neurological damage; difficulties with physical development or motor coordination problems; and many other risk factors.
Best Practice

- Select an ability measure and an achievement measure that were co-normed on the same population, close in time.
- Use FSIQ unless you have compelling evidence that it is not the best representation of the student’s ability.
- If you report grade equivalent scores, explain what they do and do not mean.
- Calculate the discrepancy based on the difference between predicted achievement, based on the ability score, and actual achievement.
- Investigate statistical significance and base rates.
Front page folds out and can be detached from the rest of the record form.

The detachable page contains the Parent Report on which test results can be provided.

The back of the Parent Report contains a description of each WIAT-II subtest and a graph, based on the bell curve, where you can plot scores.
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