



Wechsler Individual Achievement Test® – Third UK Edition

More diagnostic power from the achievement test you trust



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Overview

The **Wechsler Individual Achievement Test® – Third UK Edition, 2017 (WIAT®-III^{UK})** is an individually administered clinical assessment designed to measure achievement from ages 4 years 0 months to 25 years 11 months (4:0 – 25:11 years).

WIAT®-III^{UK} consists of 16 subtests used to evaluate reading, language and numerical attainment. Administration time varies depending on the age of the student and the number of subtests administered.

The **WIAT®-III^{UK}** is a revision of the **Wechsler Individual Achievement Test® – Second UK Edition** published in 2005. The **WIAT®-III^{UK}** contains significant revisions, including updated UK norms, three new subtests, revised subtests with new items and improved content coverage, updated artwork, and modifications to administration and scoring procedures to enhance the user-friendliness of the test.

The **WIAT®-III^{UK}** was standardised on a national sample of 744 children and young people (4:0 – 25:11 years) and features comprehensive normative information. A linking sample of 387 students was collected with the new **Wechsler Intelligence Scale for Children® – Fifth UK Edition** from ages 4 years 0 months to 16 years 11 months.

In the USA, the **WIAT®-III** was standardised on a national sample of 3000 children and adults up to 50 years 11 months.

With the growing demand for digital assessment, this third edition now has a choice of the traditional pencil-and-paper or digital format via the Q-interactive® platform.

Age Range	4 years 0 months to 25 years 11 months (UK norms)
Qualification Code	B
Format	Paper-and-pencil or web-based via Q-interactive®
Administration	Individual, 45 to 90 minutes depending on the age of examinee and number of subtests administered
Scores	Age-based standard scores, percentile ranks, normal curve equivalents (NCEs), stanines, and age equivalents
Scoring Options	Q-global®, manual* or real-time automated scoring on Q-interactive®
Reporting Options	Q-global® Score Report (web-based scoring producing a score report) is available for purchase separately per report or on an annual licence
Author	David Wechsler
Complete Kit ISBN	9780749171971

***Note:** Some scores are not available with manual scoring

Applications

The **WIAT®-III^{UK}** is suitable for use in a variety of educational, clinical, and research settings, including in schools, universities, clinics, private practice, and residential settings.

Use **WIAT®-III^{UK}** results to:

- identify the academic strengths and weaknesses of a student
- inform decisions regarding eligibility for educational services, educational placement, or diagnosis of a specific learning difficulty
- provide standardised test scores that can be used alongside other evidence for applications for Access Arrangements and the Disabled Student's Allowance
- design instructional objectives and plan intervention.

WIAT®-III^{UK} users have a significant responsibility to ensure the accuracy and thoroughness of the test administration and interpretation to protect the social and legal rights of the individual whose achievement is being assessed.

Results from the **WIAT®-III^{UK}** should not be interpreted in isolation but in combination with a thorough evaluation and review of the individual's history and background, culture, personality, current emotional functioning, attention and motivation levels.



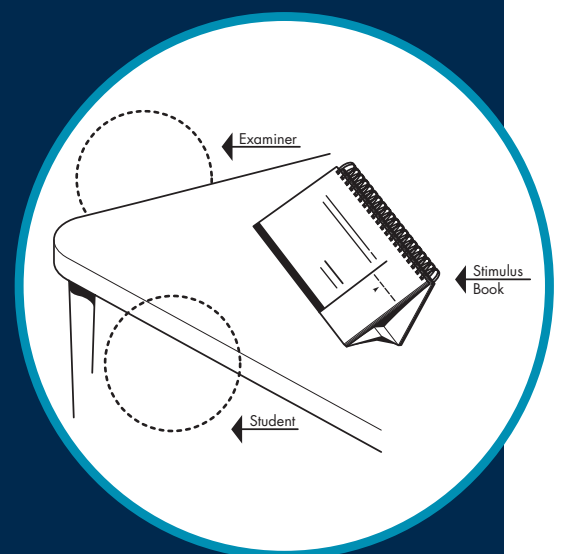
Test Format

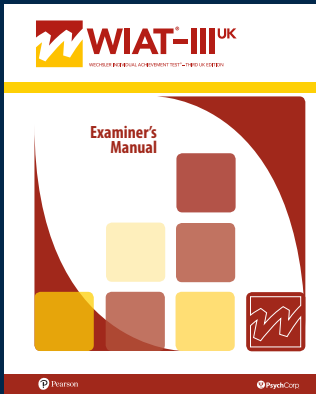
Paper-and-pencil version



The WIAT®-III^{UK} Complete Kit – Paper-and-pencil version includes:

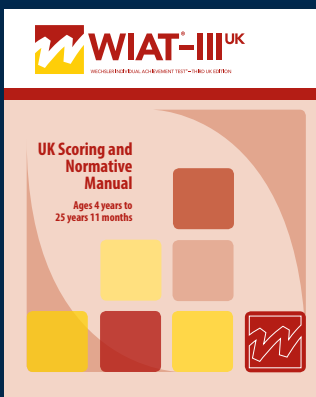
- ✓ UK Examiner's Manual
- ✓ UK Scoring and Normative Manual
- ✓ Stimulus Book
- ✓ Scoring Workbook
- ✓ 25 x Record Forms
- ✓ 25 x Response Booklets
- ✓ Oral Reading Fluency Booklet
- ✓ Word Card
- ✓ Pseudoword Card
- ✓ US Technical Manual/UK Audio files (on USB flashdrive)





UK Examiner's Manual

Explains how to administer, score, and interpret the **WIAT®-III^{UK}**, and includes the scoring rules and scoring examples.



UK Scoring and Normative Manual

Describes the development, standardisation, reliability and validity of the **WIAT-III^{UK}** and provides the normative and interpretive tables for limited manual scoring. Examiners who use the Q-global® Score Report will not need to refer to the normative and interpretive tables provided in the Scoring and Normative Manual to calculate derived scores.

US Technical Manual

Describes the development, standardisation, reliability and validity of the **WIAT®-III**, and includes the US normative and interpretive tables. The Technical Manual is included on a USB flash drive as a searchable PDF, rather than in printed form, due to its length.



Test Format

Digital version via Q-interactive®



Q-interactive is a comprehensive digital system that streamlines the entire assessment process. The clinician can create client profiles, choose and develop batteries, and review scored data through a secure web-portal.

Administration occurs using two iPads that “talk” to each other. The clinician uses one to administer instructions, record and score responses, take notes and control visual stimuli. The client uses the other to view and respond to stimuli.

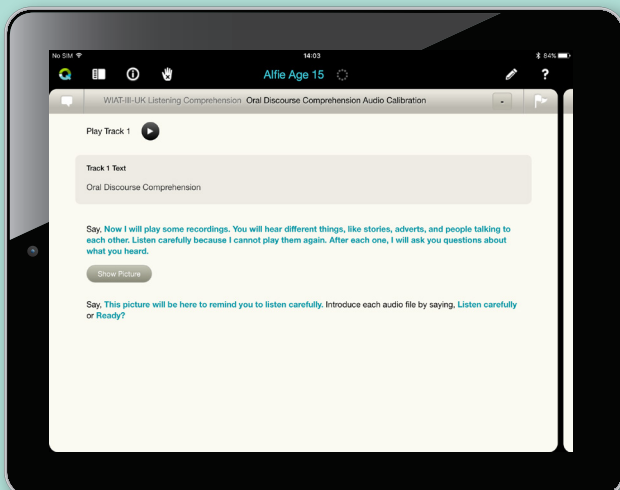
Clinicians can choose from and administer a library of digital tests and subtests which currently include: **WIAT®-III^{UK}**, **WISC®-V^{UK}**, **WAIS®-IV^{UK}**, **CVLT®-III**, **CVLT®-C**, **NEPSY-II**, **CMS** and **D-KEFS™**. This library will be evolved and enhanced as we move forward with the inclusion of new tests and subtests.

For more information, to request an online demo or to watch an introductory video visit: pearsonclinical.co.uk/qi



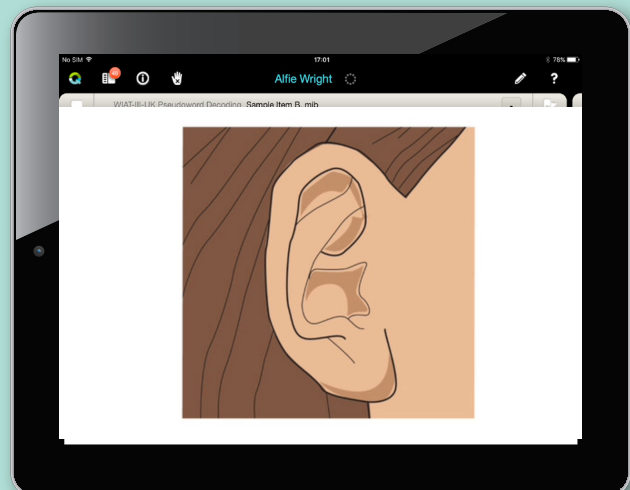
Clinician's iPad:

The examiner reads the instructions, captures responses and observational notes, and confirms scores from the device.



Client's iPad:

The client responds to stimuli displayed on the device.



With Q-interactive® you can:

- ✓ Access a wide library of tests all in one place, via the online assessment library
- ✓ Get accurate results and auto calculated scaled scores and composites
- ✓ Edit assessment batteries 'on-the-fly'
- ✓ be confident in your Q-interactive® test results, as each subtest type undergoes an equivalency study.

Q-interactive® users have immediate access to the following WIAT®-III^{UK} scores and analyses:

- ✓ Component
- ✓ Supplementary
- ✓ Ability-Achievement Discrepancy
- ✓ Patterns of Strength and Weaknesses

If you also have access to the **WISC®-V^{UK}** on **Q-interactive®**, you can generate an Ability-Achievement Discrepancy Analysis.

Technical requirements

For optimal administration experience, you will need:

- ▶ a computer with access to the Internet through a standard browser
- ▶ two Apple iPads – one iPad for the clinician and one for the client
- ▶ one capacitive-enabled stylus to allow the clinician to write notes and verbatim responses during administration
- ▶ Q-interactive® app installed on each iPad.

For optimum experience, it is recommended that downloads and content updates be conducted via Wi-Fi connection.



Improvements

WIAT®-III^{UK} has 16 subtests, including three new subtests: Early Reading Skills, Oral Reading Fluency, and Maths Fluency. Each subtest has a specific age range.

The **WIAT®-III^{UK}** provides two types of analyses to aid in the identification of specific learning difficulties: the traditional Ability Achievement Discrepancy (AAD) analysis and the Pattern of Strengths and Weaknesses (PSW) Discrepancy analysis.

Other new features include:

- ✓ UK norms from 4 years 0 months to 25 years 11 months
- ✓ An upwards extension of UK norms to 25:11 years to support Education, Health and Care Plans (EHCP), the Disabled Students' Allowance (DSA) and Access Arrangements (AA) applications
- ✓ New subtests – Early Reading Skills, Oral Reading Fluency and Maths Fluency
- ✓ Enriched Listening Comprehension, Oral Expression and Written Expression subtests
- ✓ Options to report Oral Reading Accuracy and Oral Reading Speed as supplementary standard scores or cumulative percentages
- ✓ Standard scores for all subtests
- ✓ Comparisons with Wechsler ability scores
- ✓ Improved scoring rules
- ✓ Age-specific scoring examples in a scoring workbook to assist examiners in learning and using the scoring rules
- ✓ Quick Score Guide for Essay Composition: Theme Development and Text Organisation

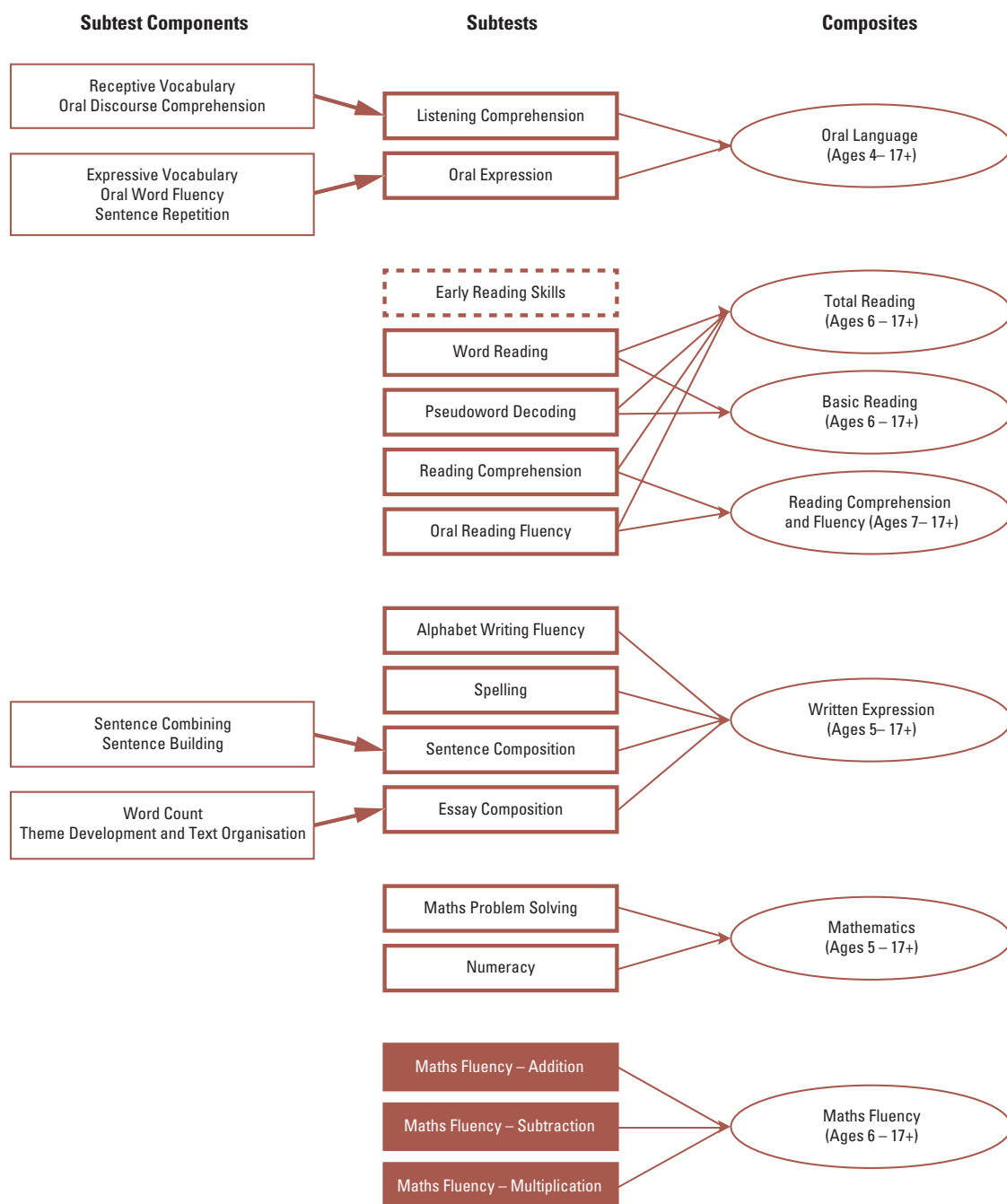


Subtests and Composites

The **WIAT®-III^{UK}** allows for flexible administration – examiners may choose to administer a single subtest, a subset of the **WIAT®-III^{UK}** subtests, or all subtests relevant for the age level of the student, the purpose of the assessment, and the subtest and composite scores required

WIAT®-III^{UK} Subtest and Composites

Four of the 16 WIAT®-III^{UK} subtests have subcomponents. Figure 1.2 shows all the subtests, subtest components and composites (excluding the Total Achievement composite), and the links between them.







Note. The Early Reading Skills subtest *only* contributes to the Total Achievement composite. Subtests in shaded boxes do *not* contribute to the Total Achievement composite.

Subtest categories

The following table gives a brief description of each **WIAT®-III^{UK}** subtest, organised according to the subtest order in the Record Form. For subtests that include two or more components, a description of each component is provided. Subtest selection and subtest start and stop points, if applicable, are determined by the student's age.

Subtest (Administration Age)	Description
Listening Comprehension (Ages 4-17+)	The Listening Comprehension subtest contains two components: <i>Receptive Vocabulary</i> : Measures listening vocabulary. The student points to the picture that best illustrates the meaning of each word he or she hears. <i>Oral Discourse Comprehension</i> : Measures the ability to make inferences about, and remember details from, oral sentences and discourse. The student listens to sentences and passages and orally responds to comprehension questions.
Early Reading Skills (Ages 4-8)	Measures several areas deemed important for developing reading skills: naming letters, letter-sound correspondence (alphabetic principle), phonological awareness, and word reading comprehension. The student names letters of the alphabet, identifies and generates rhyming words, identifies words with the same beginning and ending sounds, blends sounds, matches sounds with letters and letter blends, and matches written words with pictures that illustrate their meaning.
Reading Comprehension (Ages 6-17+)	Measures untimed reading comprehension of various types of text, including fictional stories, informational text, advertisements, and how-to passages. The student may read passages aloud or silently. After each passage, the student orally responds to literal and inferential comprehension questions that are read aloud by the examiner.
Maths Problem Solving (Ages 4-17+)	Measures untimed maths problem-solving skills in the following domains: basic concepts, everyday applications, geometry, and algebra. The student provides oral and pointing responses.
Alphabet Writing Fluency (Ages 4-8)	Measures the ability to write letters of the alphabet within a 30-second time limit. The student may write letters in any order, in cursive or print, in upper case or lower case.
Sentence Composition (Ages 6-17+)	The Sentence Composition subtest contains two components: <i>Sentence Combining</i> : Measures sentence formulation skills and written syntactic maturity. The student combines two or three sentences into one sentence that preserves the meaning of the original sentences. <i>Sentence Building</i> : Measures sentence formulation skills and written syntactic ability. For each item, the student is asked to write one sentence that uses a target word with appropriate context.
Word Reading (Ages 6-17+)	Measures speed and accuracy of decontextualised word recognition. The student reads aloud from a list of words that increase in difficulty. The list of words is read without a time limit. The examiner records the student's progress after 30 seconds and continues administration until the discontinue rule is met or the last item is administered.

Essay Composition (Ages 8-17+)		Measures spontaneous, compositional writing skills within a 10-minute time limit.
Pseudoword Decoding (Ages 6-17+)		Measures the ability to decode nonsense words. The student reads aloud from a list of pseudowords that increase in difficulty. The list of pseudowords is read without a time limit. The examiner records the student's progress after 30 seconds and continues administration until the discontinue rule is met or the last item is administered.
Numeracy (Ages 5-17+)		Measures untimed, written maths calculation skills in the following domains: basic skills, basic operations with integers, geometry, algebra, and calculus.
Oral Expression (Ages 4-17+)		The Oral Expression subtest contains three components: <i>Expressive Vocabulary:</i> Measures speaking vocabulary and word retrieval ability. The student says the word that best corresponds to a given picture and definition. <i>Oral Word Fluency:</i> Measures efficiency of word retrieval (i.e. how easily he or she can produce words) and flexibility of thought processes. The student names as many things as possible belonging to a given category (i.e. animals, colours) within 60 seconds. <i>Sentence Repetition:</i> Measures oral syntactic knowledge and short-term memory. The student listens to sentences that increase in length and complexity and repeats each sentence verbatim.
Oral Reading Fluency (Ages 6-17+)		Measures speed, accuracy, fluency, and prosody of contextualised oral reading. The student reads passages aloud, and then orally responds to comprehension questions after each passage. Fluency is calculated as the average number of words read correctly per minute. A qualitative scale is completed by the examiner to assess the student's reading prosody. Comprehension questions are asked only to encourage reading for meaning; comprehension performance is not scored quantitatively.
Spelling Ages 5-17+		Measures written spelling of letter sounds and single words. The student hears each letter sound within the context of a word, and each word within the context of a sentence, and then the student writes the target letter sound or word.
Maths Fluency – Addition Ages 6-17+		Measures the speed and accuracy of a student's maths (addition) calculations. The student solves written addition problems within a 60-second time limit.
Maths Fluency – Subtraction Ages 6-17+		Measures the speed and accuracy of a student's maths (subtraction) calculations. The student solves written subtraction problems within a 60-second time limit.
Maths Fluency – Multiplication Ages 8-17+		Measures the speed and accuracy of a student's maths (multiplication) calculations. The student solves written multiplication problems within a 60-second time limit.

Composite Scores

The **WIAT®-III^{UK}** yields eight composite scores:

- 1 Oral Language**
- 2 Total Reading**
- 3 Basic Reading**
- 4 Reading Comprehension and Fluency**
- 5 Written Expression**
- 6 Mathematics**
- 7 Maths Fluency**
- 8 Total Achievement**

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Subtest Components (10)	Subtest Component Age Levels (Years)	Subtest names (16)	Subtest Age Levels (Years)	Contributes to Composite/s at following Ages (years)	Composites (8)	Composite Age range (Years)	Subtest included in Total Achievement Composite	Contributes to Total Achievement Composite at the following Ages (Years)
TOTAL ACHIEVEMENT COMPOSITE								
<i>Receptive vocabulary</i>	4-17+	Listening Comprehension	4-17+	4-17+	Oral Language	4-17+	Yes	4-17+
<i>Oral Discourse Comprehension</i>	4-17+							
<i>Expressive Vocabulary</i>	4-17+							
<i>Oral Word Fluency</i>	4-17+	Oral Expression	4-17+	4-17+			Yes	4-17+
<i>Sentence repetition</i>	4-17+							
		Early Reading Skills	4-8				Yes	4 to 6 only
		Word Reading	6-17+	6-17+ TR 6-17+ BR	Basic Reading	6-17+	Yes	6-17+
		Pseudoword Decoding	6-17+	6-17+ BR 6-17+ TR			Yes	6-17+
					Total Reading	6-17+		
		Reading Comprehension	6-17+	6-17+ TR 7-17+ only RC&F	Reading Comprehension and Fluency	7-17+	Yes	6-17+
		Oral Reading Fluency	6-17+	7-17+ only RC&F 7-17+ only TR			Yes	7-17+ only
		Alphabet Writing Fluency	4-8	5-7 only			Yes	4 to 6 only
		Spelling	5-17+	5-17+	Written Expression	5-17+	Yes	5 to 7 only
<i>Sentence Combining</i>	6-17+	Sentence Composition	6-17+	6-17+ only			Yes	6-17+
<i>Sentence Building</i>	6-17+							
<i>Word Count</i>	8-17+							
<i>Theme Development and Text Organisation</i>	8-17+	Essay Composition	8-17+	8-17+ only			Yes	8-17+
		Maths Problem Solving	4-17+	5-17+ only	Mathematics	5-17+	Yes	4-17+
		Numeracy	5-17+	5-17+			Yes	5-17+
		Maths Fluency – Addition	6-17+	6-17+	Maths Fluency	6-17+	No	
		Maths Fluency – Subtraction	6-17+	6-17+			No	
		Maths Fluency– Multiplication	8-17+	8-17+ only			No	
TOTAL ACHIEVEMENT								

Figure 1.1 WIAT-III^{UK} Subtest and Composite Age Ranges and Age Range Contributions

Figure 1.1 WIAT-III^{UK} Subtest and Composite Age Ranges and Age Range Contributions

Some of the subtests that contribute to a composite do not contribute to the composite at every possible age.

Working together for a fuller picture



WISC®-V^{UK} has been redesigned to deliver more flexibility and more content, to give you a truly comprehensive measure of a child's cognitive abilities.

A linking sample comprising the **WIAT®-III^{UK}** and **WISC®-V^{UK}** has been collected, allowing you to conduct an Ability-Achievement Discrepancy Analysis with full confidence in the results.

In order to better assess both low- and high-functioning individuals, **WIAT®-III^{UK}** includes more comprehensive items that provide a lower floor and a higher ceiling. With **WIAT®-III^{UK}** you can engage examinees with interesting tasks that are instructionally relevant, and develop plans with detailed skills analysis information.

WIAT®-III^{UK} allows you to go beyond the correctness of a response and begin to examine how the individual solves problems and employs strategies, and how this performance matches curricular expectations.

For more information about the WISC-V^{UK} visit: pearsonclinical.co.uk/wiscvuk



Web-based Scoring and Reporting with Q-global®

Save time and generate accurate results with Q-global®. This web-based scoring and reporting system is accessible from any computer connected to the Internet and allows you to quickly and easily score the paper-and-pencil format of the **WIAT®-III^{UK}**. You can choose from an unlimited use subscription or a per-report pricing option. For more information visit pearsonclinical.co.uk/qglobalaccount.

With **Q-global®** you can:

- ✓ organise examinee information quickly and automatically
- ✓ generate scores
- ✓ produce accurate and detailed results.



The following derived scores are available for **WIAT®-III^{UK} Composites and Subtests**:

Score Type	Description
Standard Score	By age (ages 4-25), with a target range of 40 to 160 (M = 100, SD = 15).
Percentile Rank	Indicates the percentage of students of the same age who scored the same or lower than the student. Percentile ranks range from 1 to 99, with a median of 50.
Age Equivalent	Provides the age at which the student's raw score is the median score of all scores.
Normal Curve Equivalent	A transformation of age-based standard score information to an equal interval scale with a range of 1 to 99 (M = 50, SD = 21.06).
Stanine	A transformation of age-based standard score information to a 9-point scale (M = 5, SD = 2).

The **WIAT®-III^{UK} Q-global®** Score Report offers several enhanced capabilities:

- It includes an interactive Scoring Guide for scoring Essay Composition: Theme Development and Text Organisation.
- It automatically converts raw scores into derived scores for subtest scores, supplemental subtest scores, and composite scores. Total raw scores for Reading Comprehension and Oral Reading Fluency are converted into the necessary weighted raw scores and final standard scores.
- It generates an examiner score report including tables and graphs.
- It can provide in-depth skills analysis and a summary of the student's skill strengths and weaknesses, and generates short term objectives and annual goals for each area of skill weakness that may be incorporated into an intervention plan.
- It can generate a parent report to help parents and carers understand **WIAT®-III^{UK}** scores, which will facilitate the discussion of results between the examiner and parent(s)/caregiver(s).
- It can provide a pattern of strengths and weaknesses (PSW) discrepancy analysis using **WIAT®-III^{UK}** scores and ability scores from the **WPPSI®-IV^{UK}**, **WISC®-V^{UK}**, or **WAIS®-IV**. The PSW analysis can only be calculated using Q-global® Score Report.
- Ability-achievement discrepancy capabilities that use the **WIAT®-III^{UK}** and an ability measure are available with the purchase of compatible ability tests on the same software platform.



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