

## **Wechsler Individual Achievement Test, Third Edition (WIAT-III) Assessment Evaluation**

Assignment VI: EDUC 622  
Report Date: April 6, 2016

Assessment Date: March 18, 2016

Identifying Data: XXX YYY  
Name: Bruce Michel (pseudonym)  
Sex: Male  
Date of Birth: Feb 1, 2006  
Age at Testing: 10 years, 1 month

School: Sk'aadgaa Naay Elementary  
Grade Placement: 4  
Teacher: David Burn (pseudonym)  
Referred By: School Based Team

Examiner: Tricia Jung

Parents: Sue Michel and Rick Michel (pseudonyms)  
Address: P.O Box 543 Queen Charlotte, B.C V0T 1S1  
Phone: (555) 123-4567

### **Reason For Referral**

Bruce is in grade four at Sk'aadgaa Naay Elementary School. According to his teacher, he demonstrates strong academic skills. Bruce is an enthusiastic student who is keen to learn, physically active, and very social. Bruce's teacher reports that there are no academic or behavioural concerns. He is friendly, kind and has been recognized as being a supportive role model for a designated "gifted" student with social difficulties. Bruce's participation in an enrichment group is being considered.

Bruce is a keen student and participates in a social skills club, basketball, a reading club, and a magic card club at school. Bruce's family would like to guarantee that Bruce is challenged academically. His parents have requested testing, so his teacher took this request to the school-based team at Sk'aadgaa Elementary. The school-based team decided that Bruce should undergo testing to assess his academic strengths in order to ensure appropriate support, and interventions are set up.

### **Background Information**

#### *Family Context, Physical Health, Social Emotional Development*

Bruce currently lives at home in Queen Charlotte, British Columbia. He lives with his Mom, Sue, dad, Rick and his older brother, Finn who is 13 years old. Bruce has lived in Queen Charlotte since he was 5 with his mother and brother. After working in Alberta for the past 5 years in order to support his family, his dad has just moved back to Queen Charlotte. His Mom is originally from the Philippines, and his Dad grew up in Ontario.

Bruce is an active student and participates in two organized sports, basketball and soccer. He enjoys biking and playing outside, especially in the forest and at the beach. He is a

healthy boy; he has had no significant illness or disease. He sleeps 9-10 hours a night, and has had regular check-ups including vision and hearing tests.

### *School History*

Prior to kindergarten, Bruce was in pre-school in Spirit River, Alberta. Bruce started school in kindergarten at Sk'aadgaa Naay in Skidegate, BC. Attendance has always been regular. Teachers have noted Bruce's academic skills as always meeting or exceeding expectations.

The above background information was gathered from the student's files, teacher reports, and parent interviews.

### **Test Administered**

Considering the referral concerns and information gathered through the interviews and file review, an assessment of academic abilities was conducted.

- Wechsler Individual Achievement Test – Third Edition (WIAT-III)
  - Reading: Word Reading; Reading Comprehension; Pseudoword Decoding
  - Mathematics: Numerical Operations; Mathematics Reasoning
  - Written Language: Spelling; Written Expression
  - Oral Language: Listening Comprehension; Oral Expression

### How the WIAT-III Scores are reported

The scores show how well Bruce performed compared to a group of children the same age from across Canada. For the skills tested, the highest possible score is 160 and the lowest possible score is 40. The average range of scores is between 85-115. A percentile rank is also given, which shows Bruce's rank in the national comparison group. For example, if the percentile rank was 45, it would mean he scored the same or better than 45 of 100 children his age. The confidence interval is 95 percent. This means that 95 times out of 100, Bruce's score will be expected within the specific interval given. Half of all children score less than 100, and half of all children will score more than 100. Scores from 90 to 109 are average scores.

When reviewing Bruce's scores, remember that no test is perfectly accurate. Any child might score slightly higher or lower if tested again on a different day.

### **Assessment Observations**

Bruce is a cooperative ten-year-old student. He was willing and keen to participate in the assessment. Rapport was built with ease at the beginning of the test. Bruce was comfortable and worked hard throughout the test. He did not have many questions. It was observed that he was not anxious, uncomfortable or insecure during the difficult parts of the test. Bruce was given one break about half way through the test for a drink and a stretch. He was excited for the math component, especially the math fluency subtest. At the end of the test it was observed that he felt proud of his math skills. He maintained eye contact, good concentration, and determination.

### **Academic Achievement and Skills**

Bruce was administered the Wechsler Individual Achievement Test, Third Edition (WIAT-III). This is an individually administered assessment designed to measure the achievement of students who are in pre-kindergarten through grade 12, or ages four years 0 months through 19 years 11 months. This test includes 16 subtests to measure listening, speaking, reading, writing, and mathematic skills. The data collected is used to identify the strengths and weaknesses of a student, inform decisions regarding eligibility for education services, educational placement, or a diagnosis of specific learning disability, design instructional objectives, and plan interventions and support.

Academic Area	Standard score	Percentile Rank	Category
Oral Language	106	66	Average
Basic Reading	98	45	Average
Mathematics	94	34	Average
Math Fluency	112	79	Average

The Written Expression subtests will be looked at more closely below.

Bruce's Reading Composite score is 98. These tasks required him to correctly read a series of printed words, read sentences and paragraphs and answer questions about what was read, and to correctly apply phonetic decoding rules when reading a series of nonsense words. These skills are better than those of approximately 45 out of 100 children his age. Generally speaking, his skills are currently in the Average range.

Bruce's Mathematics score is 94. These tasks assess his ability to add, subtract, multiple, and divide one- to three-digit numbers and to understand number, consumer math concepts, geometric measurement, basic graphs, and solve one-step word problems. His skills are currently in the Average range and are higher than those of approximately 34 out of 100 children his age.

Bruce's Written Language score is 89. The writing tasks required him to correctly spell verbally presented words and to generate words within a category, generate sentences to describe visual cues, combine sentences, and compose an organized paragraph. His skills are currently in the Low Average range and are higher than those of approximately 23 out of 100 children his age.

Bruce's Oral Language score is 106. The language tasks assess his ability to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture and to generate words within a category, describe scenes, and give directions. His skills are currently in the Average range and are higher than those of approximately 66 out of 100 children her age.

The information below looks more specifically at the individual subtests for further analysis of Bruce's academic abilities.

### Reading Skills:

WIAT-III (*Norm based on age 10 years, 1 month*)

Subtest	Standard Score	Percentile	Descriptive Classification
<b>Basic Reading Composite</b>	<b>98</b>	<b>66</b>	<b>Average</b>
Reading Comprehension	104	61	Average
Word Reading	90	25	Average

Pseudoword Decoding	107	68	Average
Oral Word Fluency	133	99	Superior

Assessment in the area of Reading included measures of pseudoword (or nonsense word) decoding, single word reading, reading comprehension, and oral reading fluency. Bruce is performing at the average to superior range, his standard scores ranging from 98-133, and percentile rank from 66 to 99 out of 100 students his age. His ability to read one word at a time is a relative weakness, as he scored in the lower end of the average range. His highest score was found in the oral reading fluency subtest, which he performed at a superior level, ranking in the 99<sup>th</sup> percentile.

**Mathematical Skills:**

WIAT-III (Norm based on age 10 years, 1 month)

Subtest	Standard Score	Percentile	Descriptive Classification
<b>Mathematics Composite</b>	<b>189</b>	<b>34</b>	<b>Average</b>
Numerical Operations	96	39	Average
Math Problem Solving	93	32	Average
<b>Math Fluency Composite</b>	<b>112</b>	<b>79</b>	<b>Average</b>
Math Fluency Addition	99	47	Average
Subtraction	113	81	Average
Multiplication	121	92	Superior

Bruce’s performance in the areas of math problem solving and math calculation was assessed. The Numerical Operations subtest measures untimed, written math calculation skills related to basic math skills, basic operations. The Math Problem Solving subtest measures untimed math problems related to basic skills (such as addition, and subtraction), everyday applications (such as time, money and word problems), geometry and algebra. Bruce’s Mathematics composite score, which is made up of scores from the Math Problem Solving and Numerical Operations subtests, is within the Average range with a standard score of 189, which means he scored the same or higher than 34 students his age. Bruce has a relative weakness in Math Problem Solving, which may be related to his abilities to read and understand the words in the questions. In Math Problem Solving, he scored near the lower end of the average range with a score of 93, or the 32<sup>nd</sup> percentile. Bruce demonstrated average abilities for math fluency tasks, which include timed addition, subtraction; except where he performed at a superior level in the multiplication math fluency subtest.

**Writing Skills:**

WIAT-III (Norm based on age 10 years, 1 month)

Subtest	Standard Score	Percentile	Descriptive Classification
<b>Written Expression Composite</b>	<b>89</b>	<b>66</b>	<b>Average</b>
Essay Composition	100	50	Average
Word count	95	37	Average
Theme Dev. & Org.	103	58	Average
Spelling	83	13	Below Average
Sentence Composition	93	30	Average
Combining	107	68	Average
Building	80	9	Below Average

Spelling, Sentence Composition, and Essay composition subtests were administered to determine Bruce's written expression abilities. Bruce's essay writing skills are of average abilities. Bruce earned a score of 83 when asked to spell a series of words, which is the same or better than 13 out of 100 of his same age peers. This is a weakness for Bruce. Bruce had difficulty with vowel sounds in his spelling, which may indicate that he has some difficulty with phonemes. Bruce would benefit from practice in spelling, focusing on irregular vowels, consonant vowel blends and clusters, short vowels, and vowel diagraphs. Bruce's weakest skills are in sentence building. During this subtest, Bruce was given one word, as well as the task of creating a complete, grammatically correct sentence using that word, which proved to be a difficult task.

### Oral Language Skills:

WIAT-III (Norm based on age 10 years, 1 month)

Subtest	Standard Score	Percentile	Descriptive Classification
<b>Oral Language Composite</b>	<b>106</b>	<b>66</b>	<b>Average</b>
Listening Comprehension	96	39	Average
Receptive	91	27	Average
Oral Discourse	102	55	Average
Oral Expression	114	82	Average
Expressive	101	53	Average
Oral Word Fluency	133	99	Superior
Sentence Repetition	100	50	Average

Bruce's total Oral Language standard score of 106 is at or above 66 of 100 students his age and is in the Average range. During the Listening Comprehension receptive subtest, Bruce was asked to listen to several vocabulary words and point to a picture that illustrated each word and then listen to several passages and answer questions about each one. Bruce preformed in the Average range, although, this is a relative weakness as he scored in the low average range, with a standard score of 91, which the same or better than 27 out of 100 students his age. On the Oral Expression subtest, Bruce was asked to list as many items in a given category as he could in one minute, and to provide a word to best describe a given picture. Overall, he performed in the Average range in the Oral Language Composite. Bruce's demonstrated superior abilities in the oral word fluency subtest, whereby he was asked to read out loud while being timed. This is an evident strength for Bruce. He can read fluently, smoothly in a quick manner with minimal errors in decoding.

### Summary:

Bruce is a cooperative ten-year-old student who participated in an assessment that was requested by his parents and the school based team to determine his academic strengths and identify appropriate support, planning, and possible interventions.

Academically, Bruce demonstrated strengths in Oral Reading Fluency with a score in the superior range. He also has math fluency skills in the high average and superior range. In most other areas, Bruce's performance was in the Average range. Bruce is an academically capable student.

Although Bruce's writing composite scores are in the Average range, his spelling is in the below average range. Bruce's sentence building scores are in the Below Average range. Spelling and Sentence Building interventions should be set in place in order to support Bruce's writing skills. Looking at the supplemental subtest scores, this shows that Bruce's

Receptive Listening Comprehension is a relative weakness, which is the same or better than 27 out of 100 peers his age. Although still in the Average range, this is an area of relative weakness for Bruce and intervention should be focused on improving his receptive language.

The WIAT-II is a test of academic achievement. A child's scores on these tests, however, can also be influenced by motivation, attention, interests, and opportunities for learning. Please keep in mind that a few test scores cannot assess all of the skills that Bruce may be capable of using to assist him in achieving success.

**Recommendations:**

Bruce is a strong capable student who is generally performing in the average range. It would be beneficial to administer the Phonological Awareness Test to determine specific areas of weakness with his phonetics, which may give more detailed information as to his spelling concerns.

Bruce would benefit from specific instruction in the areas of rhyming and vowel sounds. Bruce's spelling results show weakness in the areas of irregular vowels, consonant vowel blends and clusters, short vowels as well as vowel diagraphs. Instruction should focus on these areas of weakness. At home, it is recommended that Bruce spend at least 30 minutes each night reading. He can choose books to take home in order to ensure he is reading books that he is interested in and that are at his level. Daily reading will strengthen Bruce's receptive vocabulary as well. Having conversations with an adult or his older brother will help Bruce develop his receptive language skills. Talking about the home reading stories, personal experiences, or math word problems will strengthen his ability to understand more words.

Bruce should practice activities that focus on rhyming, phonological awareness, spelling and writing. Instruction in the area of written expression and more specifically theme development, grammar and mechanics would help improve Bruce's spelling and sentence composition abilities. A structured monitoring system should be in place to track his academic progress in this area, if necessary. At home, have Bruce practice his spelling words as his teacher uses the *Words Their Way* program in his class. Each night, Bruce would benefit from writing a couple of sentences about his day. This will help develop his writing skills. Have him read aloud the sentences and check for spelling and grammar mistakes.

If spelling does not improve there could be a recommendation for a Psycho Educational test in the future.

In Mathematics class, Bruce would benefit from practicing word problems. Utilizing language in math would support Bruce's skills in reading and understanding the questions, which may increase his abilities in math problem solving. Daily word problems would strengthen Bruce's math problem solving skills. Partnering with his designated "gifted" friend would be a beneficial partnership because they could work on problem solving questions together.

Ms. Tricia Jung  
Teacher  
Sk'aadgaa Naay Elementary

## Appendix 1.A. Wechsler Individual Achievement Test, 3<sup>rd</sup> Edition

### WIAT-III Results

#### WIAT-III

#### Age Based Scores

#### Subtest Score Summary

Subtest	Raw Score	Standard Score	95%		Normal		Grade Equiv.	Age Equiv.	Growth Score
			Confidence Interval	Percentile Rank	Curve Equiv.	Stanine			
Listening Comprehension	—	96	85–107	39	44	4	4.6	9:4	516
Reading Comprehension	34*	104	93–115	61	56	6	6.7	11:8	523
Math Problem Solving	44	93	84–102	32	40	4	4.5	9:4	522
Sentence Composition	—	92	84–100	30	39	4	4.0	9:2	499
Word Reading	36	90	86–94	25	36	4	3.5	8:4	508
Essay Composition	—	100	90–110	50	50	5	4.7	9:10	514
Pseudoword Decoding	33	107	102–112	68	60	6	6.7	11:8	538
Numerical Operations	26	96	88–104	39	44	4	4.7	9:4	537
Oral Expression	—	114	103–125	82	70	7	7.9	13:4	539
Spelling	18	83	77–89	13	26	3	2.8	8:0	477
Math Fluency—Addition	27	99	86–112	47	49	5	5.1	10:0	534
Math Fluency—Subtraction	28	113	103–123	81	68	7	7.4	12:4	619
Math Fluency—Multiplication	28	121	112–130	92	79	8	10.3	15:0	704

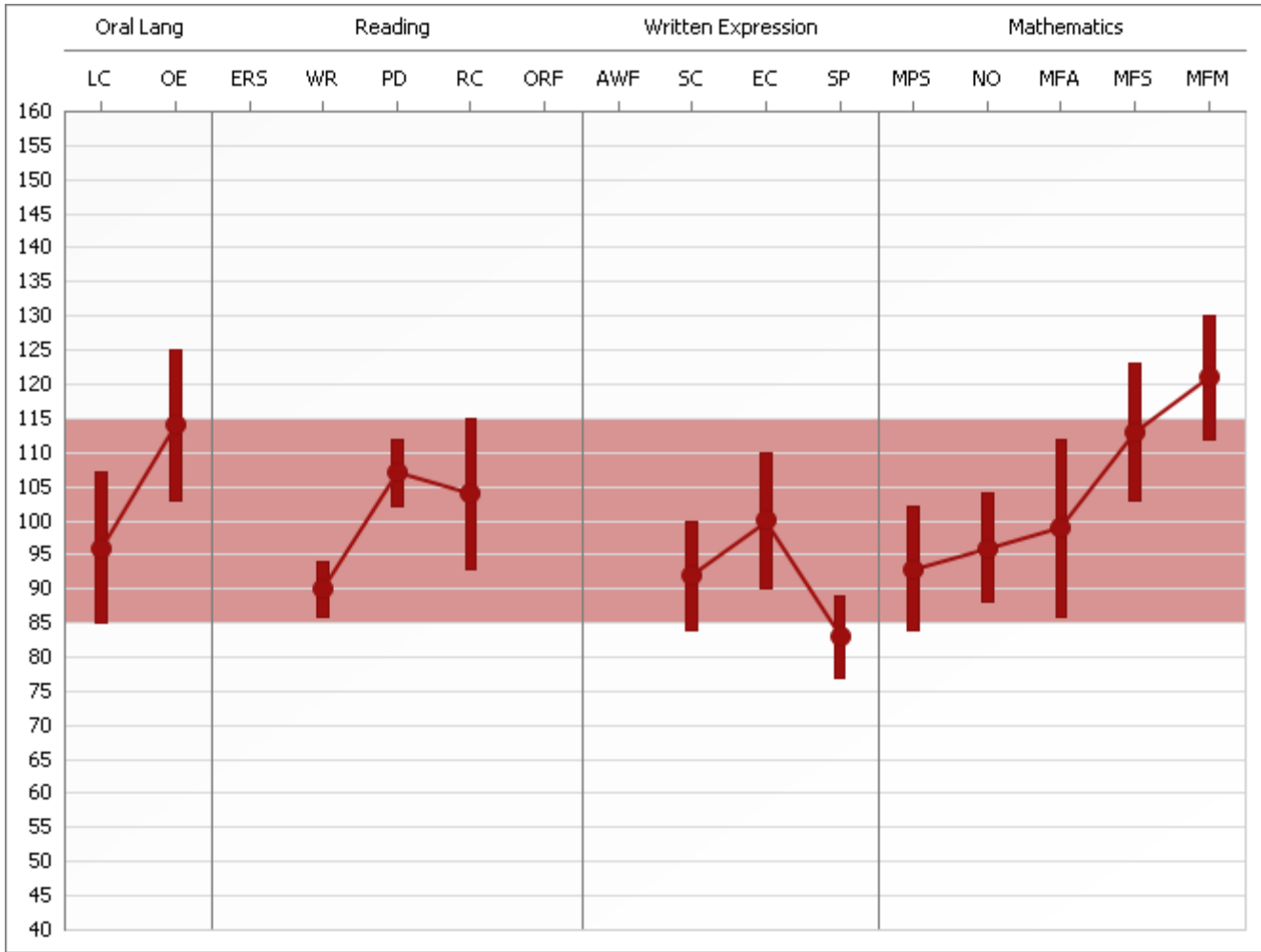
— Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

\* Indicates a raw score that is converted to a weighted raw score (not shown).

† Indicates that a raw score is based on a below grade level item set.

**Appendix 1.B.**  
**Wechsler Individual Achievement Test, 3<sup>rd</sup> Edition**

**Subtest Score Profile**



*Note.* The vertical bars represent the confidence interval at 95%.



**Appendix 1.C.**  
**Wechsler Individual Achievement Test, 3<sup>rd</sup> Edition**

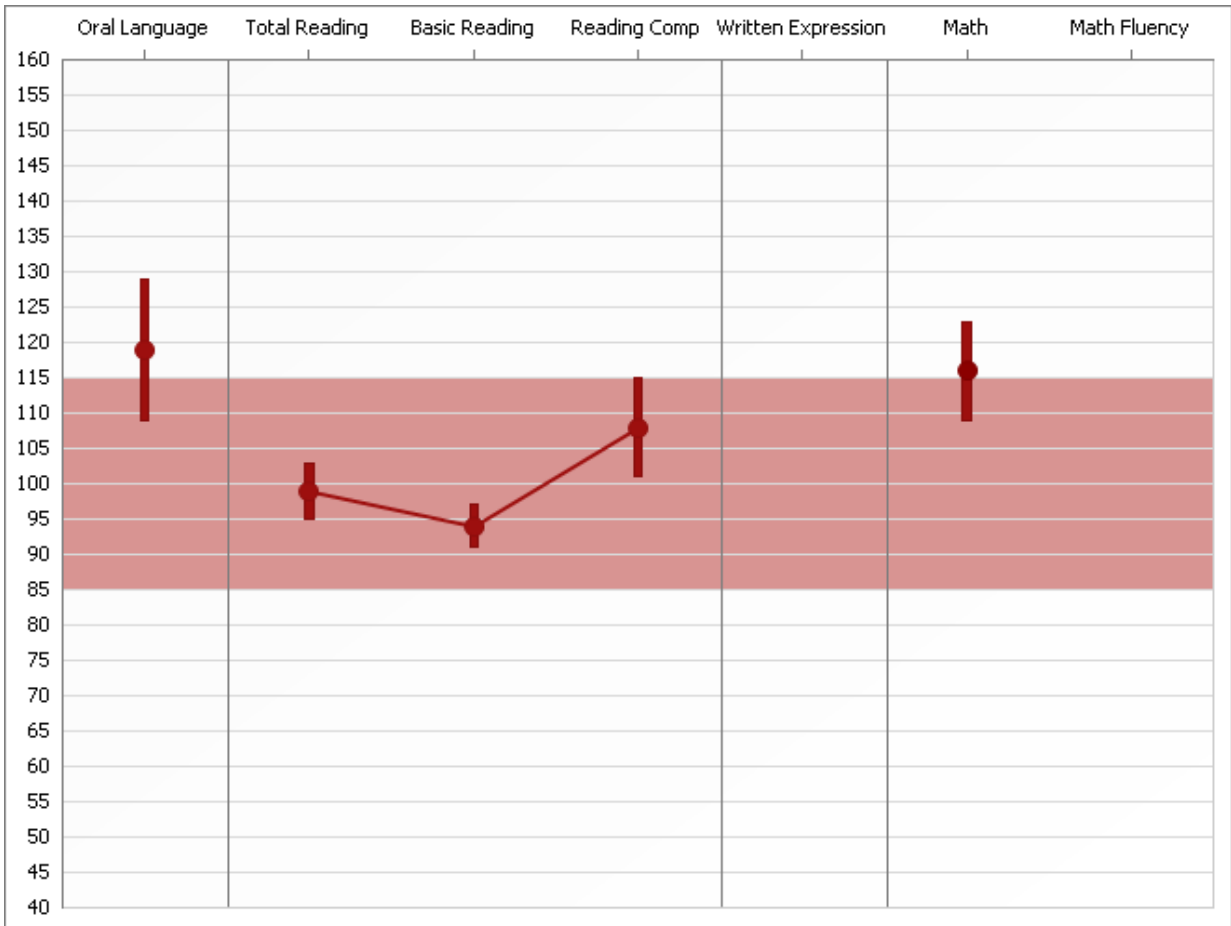
**Subtest Component Score Summary**

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
<b>Listening Comprehension</b>						
Receptive Vocabulary	10	91	27	37	4	Average
Oral Discourse Comprehension	17	102	55	53	5	Average
<b>Sentence Composition</b>						
Sentence Combining	13	107	68	60	6	Average
Sentence Building	10	80	9	22	2	Below Average
<b>Essay Composition</b>						
Word Count	58	95	37	43	4	Average
Theme Development and Text Organization	7	103	58	54	5	Average
<b>Oral Expression</b>						
Expressive Vocabulary	10	101	53	51	5	Average
Oral Word Fluency	46	133	99	96	9	Superior
Sentence Repetition	19	100	50	50	5	Average

**Composite Score Summary**

Composite	Sum of Subtest Standard Scores	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Qualitative Description
Oral Language	210	106	97–115	66	58	6	Average
Basic Reading	197	98	95–101	45	47	5	Average
Written Expression	275	89	83–95	23	35	4	Average
Mathematics	189	94	88–100	34	42	4	Average
Math Fluency	333	112	105–119	79	67	7	Average

**Appendix 1.D.**  
**Wechsler Individual Achievement Test, 3<sup>rd</sup> Edition**



**Appendix 1.E.**  
**Wechsler Individual Achievement Test, 3<sup>rd</sup> Edition**

**Differences Between Composite Standard Scores**

<b>Comparison</b>	<b>Difference</b>	<b>Critical Value (Significance Level .01)</b>	<b>Significant Difference Y/N</b>	<b>Base Rate</b>
Oral Language vs. Basic Reading	8	12.04	N	>15%
Oral Language vs. Written Expression	17	14.27	Y	>15%
Oral Language vs. Mathematics	12	13.36	N	>15%
Oral Language vs. Math Fluency	-6	13.70	N	>15%
Basic Reading vs. Written Expression	9	10.37	N	>15%
Basic Reading vs. Mathematics	4	9.07	N	>15%
Basic Reading vs. Math Fluency	-14	9.56	Y	>15%
Written Expression vs. Mathematics	-5	11.88	N	>15%
Written Expression vs. Math Fluency	-23	12.26	Y	≤15%
Mathematics vs. Math Fluency	-18	11.18	Y	≤15%