# WIAT®-III A&NZ

**WECHSLER INDIVIDUAL ACHIEVEMENT TEST® – THIRD EDITION**
**AUSTRALIAN AND NEW ZEALAND**

WIAT®-III<sup>A&NZ</sup>

Wechsler Individual Achievement Test®-Third Edition: Australian & New Zealand

Score Report

| | | | | | |
|---|---|---|---|---|---|
| Examinee Name | Sarah Sample | | Date of Report | 08/09/2016 | |
| Examinee ID | ID268 | | Year Level | Year 4 (AU) / Year 5 (NZ) | |
| Date of Birth | 17/06/2006 | | Primary Language | English | |
| Gender | Female | | Handedness | Right | |
| Ancestry/Ethnicity | Australian | | Examiner Name | Edward Examiner | |
| Date of Testing | 16/08/2015 | | Age at Testing | 9 years 1 month | Retest? No |

Norms:
A&NZ norms used for students in years AU PS-12/NZ 0-13 and/or ages 4:0-19:11
US norms used for ages 20:0 to 50:11

Comments:

ALWAYS LEARNING

**PEARSON**

## WIAT-III^A&NZ

## Year Based Scores: Term 3-4

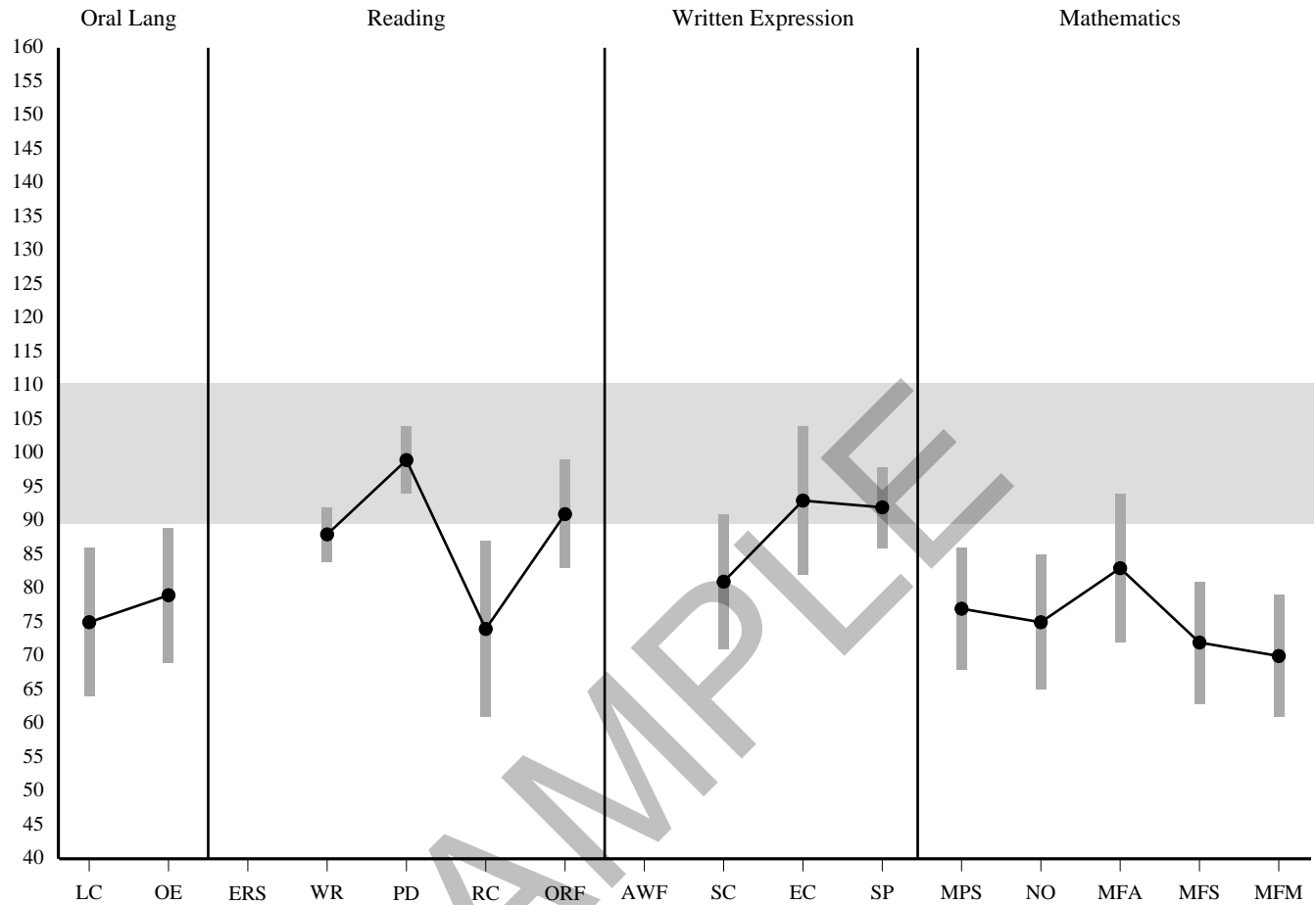### Subtest Score Summary

| Subtest | Raw Score | Standard Score | 95% Confidence Interval | Percentile Rank | Normal Curve Equiv. | Stanine | Year Equiv. (AU/NZ) | Age Equiv. | Growth Score |
|---|---|---|---|---|---|---|---|---|---|
| Listening Comprehension | - | 75 | 64-86 | 5 | 15 | 2 | 1.2/2.2 | 6:2 | 469 |
| Reading Comprehension | 11[1] | 74 | 61-87 | 4 | 13 | 2 | 1.1/2.1 | 6:0 | 458 |
| Maths Problem Solving | 36 | 77 | 68-86 | 6 | 18 | 2 | 2.2/3.2 | 7:4 | 447 |
| Sentence Composition | - | 81 | 71-91 | 10 | 23 | 2 | 2.1/3.1 | 7:0 | 482 |
| Word Reading | 34 | 88 | 84-92 | 21 | 33 | 3 | 3.1/4.1 | 8:0 | 498 |
| Essay Composition | - | 93 | 82-104 | 32 | 40 | 4 | 3.3/4.3 | 8:4 | 503 |
| Pseudoword Decoding | 27 | 99 | 94-104 | 47 | 49 | 5 | 4.2/5.2 | 9:4 | 510 |
| Numerical Operations | 18 | 75 | 65-85 | 5 | 15 | 2 | 2.2/3.2 | 7:4 | 439 |
| Oral Expression | - | 79 | 69-89 | 8 | 21 | 2 | 1.4/2.4 | 6:9 | 474 |
| Oral Reading Fluency | 91[1] | 91 | 83-99 | 27 | 37 | 4 | 3.3/4.3 | 8:4 | 500 |
| Spelling | 22 | 92 | 86-98 | 30 | 39 | 4 | 3.3/4.3 | 8:8 | 527 |
| Maths Fluency-Addition | 17 | 83 | 72-94 | 13 | 26 | 3 | 2.3/3.3 | 7:8 | 435 |
| Maths Fluency-Subtraction | 5 | 72 | 63-81 | 3 | 11 | 1 | 1.3/2.3 | 6:4 | 381 |
| Maths Fluency-Multiplication | 2 | 70 | 61-79 | 2 | 8 | 1 | <3.1/4.1 | <8:0 | 415 |

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

[1] Indicates a raw score that is converted to a weighted raw score (not shown).

[2] Indicates that a raw score is based on a below year level item set.

## Subtest Score Profile



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

## Supplemental Subtest Score Summary

| Subtest | Raw Score | Standard Score | 95% Confidence Interval | Percentile Rank | Normal Curve Equiv. | Stanine | Year Equiv. (AU/NZ) | Age Equiv. | Growth Score |
|---|---|---|---|---|---|---|---|---|---|
| Essay Composition: Grammar and Mechanics | -2 | 79 | 67-91 | 8 | 21 | 2 | <3.1/4.1 | <8:0 | N/A |
| Oral Reading Accuracy | 248* | 93 | 81-105 | 32 | 40 | 4 | 3.3/4.3 | 8:4 | N/A |
| Oral Reading Rate | 164* | 93 | 85-101 | 32 | 40 | 4 | 3.2/4.2 | 8:4 | N/A |

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

## Cumulative Percentages

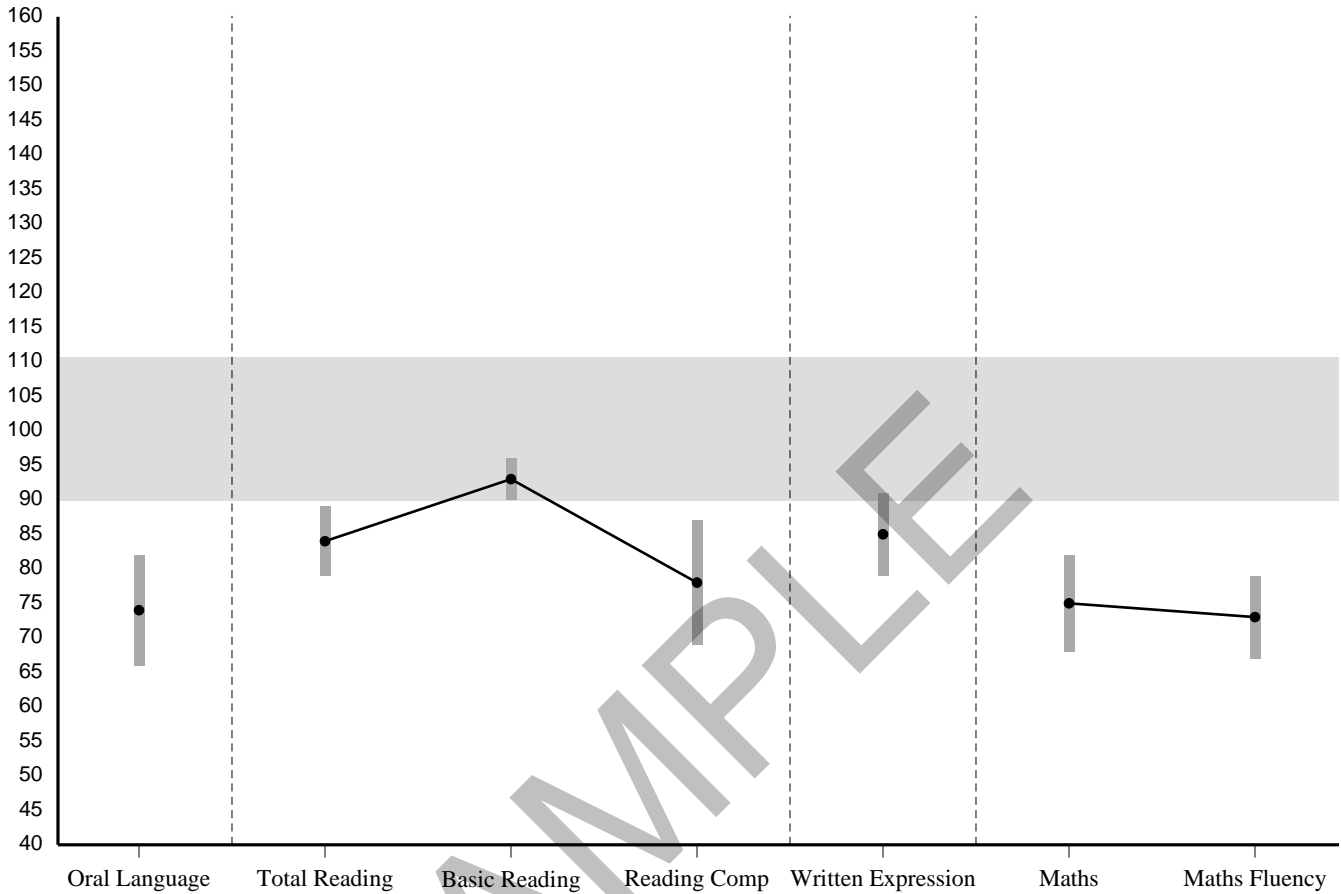| | |
|---|---|
| **Word Reading Speed** | The score is the same as or higher than the scores obtained by 50% of students in the normative sample; 50% of students in the normative sample scored higher than this score. |
| **Pseudoword Decoding Speed** | The score is the same as or higher than the scores obtained by 25% of students in the normative sample; 75% of students in the normative sample scored higher than this score. |

## Subtest Component Score Summary

| Subtest Component | Raw Score | Standard Score | Percentile Rank | Normal Curve Equivalent | Stanine | Qualitative Description |
|---|---|---|---|---|---|---|
| **Listening Comprehension** | | | | | | |
| Receptive Vocabulary | 8 | 80 | 9 | 22 | 2 | Low Average |
| Oral Discourse Comprehension | 10 | 77 | 6 | 18 | 2 | Very Low |
| **Sentence Composition** | | | | | | |
| Sentence Combining | 5 | 85 | 16 | 29 | 3 | Low Average |
| Sentence Building | 9 | 79 | 8 | 21 | 2 | Very Low |
| **Essay Composition** | | | | | | |
| Word Count | 48 | 92 | 30 | 39 | 4 | Average |
| Theme Development and Text Organisation | 5 | 94 | 34 | 42 | 4 | Average |
| **Oral Expression** | | | | | | |
| Expressive Vocabulary | 7 | 84 | 14 | 28 | 3 | Low Average |
| Oral Word Fluency | 26 | 87 | 19 | 32 | 3 | Low Average |
| Sentence Repetition | 12 | 78 | 7 | 19 | 2 | Very Low |

## Composite Score Summary

| Composite | Sum of Subtest Standard Scores | Standard Score | 95% Confidence Interval | Percentile Rank | Normal Curve Equiv. | Stanine | Qualitative Description |
|---|---|---|---|---|---|---|---|
| Oral Language | 154 | 74 | 66-82 | 4 | 13 | 2 | Very Low |
| Total Reading | 352 | 84 | 79-89 | 14 | 28 | 3 | Low Average |
| Basic Reading | 187 | 93 | 90-96 | 32 | 40 | 4 | Average |
| Reading Comprehension and Fluency | 165 | 78 | 69-87 | 7 | 19 | 2 | Very Low |
| Written Expression | 266 | 85 | 79-91 | 16 | 29 | 3 | Low Average |
| Mathematics | 152 | 75 | 68-82 | 5 | 15 | 2 | Very Low |
| Maths Fluency | 225 | 73 | 67-79 | 4 | 12 | 2 | Very Low |
| Total Achievement | 832 | 77 | 73-81 | 6 | 18 | 2 | Very Low |

## Composite Score Profile



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

## Differences Between Composite Standard Scores

| Comparison | Difference | Critical Value (Significance Level .01) | Significant Difference Y/N | Base Rate |
|---|---|---|---|---|
| Oral Language vs. Total Reading | -10 | 11.14 | N | >15% |
| Oral Language vs. Basic Reading | -19 | 10.86 | Y | >15% |
| Oral Language vs. Reading Comprehension and Fluency | -4 | 13.25 | N | >15% |
| Oral Language vs. Written Expression | -11 | 13.09 | N | >15% |
| Oral Language vs. Mathematics | -1 | 12.12 | N | >15% |
| Oral Language vs. Maths Fluency | 1 | 12.38 | N | >15% |
| Total Reading vs. Basic Reading | -9 | 7.40 | Y | <=15% |
| Total Reading vs. Reading Comprehension and Fluency | 6 | 10.60 | N | >15% |
| Total Reading vs. Written Expression | -1 | 10.40 | N | >15% |
| Total Reading vs. Mathematics | 9 | 9.15 | N | >15% |
| Total Reading vs. Maths Fluency | 11 | 9.49 | Y | >15% |
| Basic Reading vs. Reading Comprehension and Fluency | 15 | 10.31 | Y | >15% |

| Comparison | Difference | Critical Value (Significance Level .01) | Significant Difference Y/N | Base Rate |
|---|---|---|---|---|
| Basic Reading vs. Written Expression | 8 | 10.10 | N | >15% |
| Basic Reading vs. Mathematics | 18 | 8.81 | Y | >15% |
| Basic Reading vs. Maths Fluency | 20 | 9.16 | Y | >15% |
| Reading Comprehension and Fluency vs. Written Expression | -7 | 12.63 | N | >15% |
| Reading Comprehension and Fluency vs. Mathematics | 3 | 11.63 | N | >15% |
| Reading Comprehension and Fluency vs. Maths Fluency | 5 | 11.90 | N | >15% |
| Written Expression vs. Mathematics | 10 | 11.45 | N | >15% |
| Written Expression vs. Maths Fluency | 12 | 11.72 | Y | >15% |
| Mathematics vs. Maths Fluency | 2 | 10.63 | N | >15% |

*Note.* A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.

## End of Report