Wechsler Individual Achievement Test - Second Edition (WIAT - II)

Wechsler Individual Achievement Test, 2nd ed. (WIAT-II) Description

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Purely Amateur Attempt at Comparing the WIAT-III and WJ III Math Tests Tables Comparing the WIAT-II Math Reasoning Test Items to the WJ III Applied Problems Test Items based on: Sequence of Math Development adapted from Smith, C. R. (1994), *Learning Disabilities: The interaction of learner, task, and setting (Fourth Edition)*. New York: Allyn & Bacon

WIAT-II Reading Comprehension Changes and Comment

WIAT II Minimum and Maximum Standard Scores by Age and Subtest

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Steve Edelman's WIAT II Reading Comprehension Worksheet

WIAT-II Decile Score to Standard Score Conversion

Wechsler Individual Achievement Test, 2nd ed. (WIAT-II), The Psychological Corporation, 2001.

The WIAT-II presents one item at a time without time limits, except for the Written Expression subtest. It offers standard scores, percentile ranks, stanines, and other scores, based either on the student's age (four-month intervals for ages 4 through 13, one-year intervals for ages 14 through 16, and one interval for ages 17 through 19) or the student's grade (fall, winter, and spring norms for grades Pre-K through 8, full-year norms for grades 9 through 12, and separate college norms), compared to a random, stratified, nationwide sample of 3600 students. About 9% of the students were identified as having educational disabilities, but not serious neurological disorders. All students spoke English. A sample of 1,069 students was given both the WIAT-II and a Wechsler Intelligence Scale so that examinees' WIAT-II scores can be compared to achievement scores predicted from their intelligence scale scores on the basis of actual test scores from the sample. Achievement scores predicted from intelligence tests fall closer to the mean (standard score 100, percentile rank 50) than the intelligence scores from which they are predicted.

Word Reading: naming letters, phonological skills (working with sounds in words), and reading words aloud from lists. Only the accuracy of the pronunciation (not comprehension) is scored.

Pseudoword Decoding: reading nonsense words aloud from a list (phonetic word attack).

Reading Comprehension: matching words to pictures, reading sentences aloud, and orally answering oral questions about reading passages. Silent reading speed is also assessed.

Spelling: written spelling of dictated letters and sounds and words that are dictated and read in sentences.

Written Expression: writing letters and words as quickly as possible, writing sentences, and writing a paragraph or essay.

Numerical Operations: identifying and writing numbers, counting, and solving paper-and-pencil computation examples with only a few items for each computational skill.

Math Reasoning: counting, identifying shapes, and solving verbally framed "word problems" presented both orally and in writing or with illustrations. Paper and pencil are allowed.

Listening Comprehension: multiple-choice matching of pictures to spoken words or sentences and replying with one word to a picture and a dictated clue.

Oral Expression: repeating sentences, generating lists of specific kinds of words, describing pictured scenes, and describing pictured activities. Content of answers is scored, but quality of spoken language is not for most items.

NAMEXX'S TEST SCORES

IN PERCENTILE RANKS AND STANINES FOR HXX AGE

Test Score	Percen-tile Rank	Stanine 123456789

WIAT-II: reading aloud letters, word sounds, and words from a list..................

accuracy of reading nonsense words (pseudowords) aloud from a list.............

answering oral comprehension questions about reading passages...................

WIAT-II: written spelling of dictated words...

written expression: writing words, sentences, and paragraphs...........................

WIAT-II: math computation problems on paper...

math applications ("word") problems with text, illustrations, and paper............

WIAT-II: listening: matching pictures to spoken words or sentences...............

oral expression: listing words, repeating sentences, describing pictures, etc...

Preliminary Observations on the WIAT-II – Some serious, some trivial

- In general, the graphics and the content of the items appear to be much improved and excellent. (Trivial: Note that the graphic designer has still been unable to spell the word OPEN upside down and backwards on Oral expression, item 14. Might be the same person who allowed the sun to melt the door handle off the WISC-III PA item and had the robber place an extra hat box on the shelf in the same subtest!)

- The **Oral Expression** subtest still does not appear to consider the quality of oral expression in the scoring. Grammar, length of utterance, vocabulary, and other essential components of oral expression seem to have little effect on scores. Apparently, a series of ungrammatical phrases and sentence fragments using primitive vocabulary (except for certain key words) could score as high as a series of eloquent, perfectly grammatical, compound, complex, and compound/complex sentences with embedded clauses and a rich vocabulary. We are hearing reports from practitioners that Oral Expression seems to be yielding inflated scores, especially for children with oral language problems. We suspect that the scoring rules and the heavy use of visual materials might account for such reports of allegedly inflated scores for children with oral language problems. The scoring seems in some instances arbitrary. For example, does the failure to compare the story to ones own experiences or another story represent a weakness in oral expression or the ability to stay focused on the assigned task or simply a lack of narcissism? Even the administration example for the visual passage retell (story about Emily) does not contain any narcissistic, self indulgent statements. How is a child expected to know that this is part of the scoring rubric – we never gave an example?

- Even studying the examples in the manual, Oral Expression remains difficult to score reliably.

- One wonderful aspect of the WIAT was the lovely contrast between **Reading Comprehension and Listening Comprehension**. You had two tests, normed on the same sample, that were (except for the memory demand of Listening Comprehension) nearly identical in format, with one requiring reading and the other only listening. This contrasting pair was tremendously helpful in distinguishing reading comprehension problems from more pervasive language comprehension problems and in documenting the severity of a reading problem compared to an expectation based on oral comprehension. That

contrast is now lost in the WIAT-II.

- The **Reading Comprehension** questions appear to be good and much better than the ones on the WIAT.

- The **Reading Comprehension** scoring rules in the easel should, we think, provide more guidance on querying. Although much improved over the WIAT, the acceptable answers still place a premium on the examinee guessing what the question really is asking, so there are many possible answers that suggest good understanding but receive no credit and apparently warrant no query.

- The **Listening Comprehension** subtest now seems to be primarily two very brief vocabulary test (Receptive Vocabulary – 16 items, and Expressive Vocabulary – 15 items) with an extremely brief (10 items) sentence comprehension test thrown in. The formats are very similar to the PPVT-III, OWLS Listening Comprehension, and EVT, respectively. If this is an area of concern, we would be more inclined to use those tests to gain a larger number of items.

- However, one examiner has reported preferring the new **Listening Comprehension** subtest, especially the sentence comprehension component, and finding it does a better job of documenting listening problems observed by teachers. Students who do better on the WIAT-II Listening Comprehension than they do listening in class might be demonstrating good listening potential impaired by distractibility in class.

- The **Listening Comprehension** subtest has, as noted above, 3 separate parts (sub-subtest?) with continuous numbering from 1 to 41. There may be some confusion regarding scoring of these parts. On the record form the discontinuation rule indicates that an examiner stops after "6 consecutive scores of 0." Is this for the entire test or for each separate part? Since the Record form does not indicate that the discontinuation rule is actually to be applied to "each section", and because the numbers imply that the test is all one set of items (1-41), an examiner may discontinue testing without giving the child a chance on each of the 3 sections. One must reads carefully page 74 in the Examiner's manual to see that the discontinuation rule applies to each of the 3 sections.

- The lack of top and bottom in the norms tables is a concern. We realize that the test is not designed for gifted adolescents, but the low and uneven tops on some of the subtests for adolescents could significantly skew results for a bright (not gifted) adolescent with strengths in those areas with low tops and weaknesses in other areas. Please see the scores of **Sam McGee (zero raw scores) and Ginny Genius (perfect raw scores)** as well as **WIAT II Minimum and Maximum Standard Scores by Age and Subtest**.

- The reading speed measure would be a wonderful addition were it not for the possibility that the student

might read some or all of the stories aloud. Also, measuring reading speed on a comprehension test is risky. Some students might cautiously re-read the story before announcing they were done, while others might barely skim it, planning to review it for detail when they heard the questions.

- The Reading Rate chart in the record form is interesting, but difficult to interpret (even assuming the student read silently, did not obsessively reread, and did not simply skim and wait for questions). Definitions (e.g., "Far below average to below average") are given on the page for the quartiles, but not for the various shaded areas on matrix.

- Differences between computer data-entry and hand-scoring for **Written Expression** has confused some examiners and caused scoring errors.

- The **Pseudoword Decoding** is a wonderful addition. We wish there were a comparable Pseudoword Spelling.

- In general, the alternative correct pronunciations for **Pseudoword Decoding** are good. Could a /z/ sound also be correct for "nesal"?

- There has been a lot of discussion about **Reading Comprehension**. Some examiners have been pleased that the required stopping and ending points diminish frustration. Others have asserted that, when they tested limits, students have missed many items below the starting point or passed many beyond the stopping point, leading them to question the validity of the resulting scores. New rules and new norms were developed by The Psychological Corporation, which seems prudent, but which will increase confusion. For further comment see: **WIAT-II Reading Comprehension Changes and Comment** The new rules and normative information can be obtained at the following link: http://www.PsychCorp.com

- The optional procedure described in Product Update No. 1 ["If the student is able to respond correctly to many of the items in the new (lower) grade level, the examiner may continue to administer items beyond the stop point for that grade level according to his/her clinical judgment, but not beyond the original start point."] seems like a very good idea, but unfortunately a potential cause of inter-examiner inconsistency in scores (much like the essentially optional basal and ceiling rules on the WJ III).

- The inclusion of phonological items in the WIAT-II is very good, but we have some concern about burying the phonological items within the **Word Reading** subtest (rather than making a separate subtest with a sufficient number of items as was done with the valuable, new Pseudoword Decoding). We am suspicious of tests that measure two or more different skills in a single subtest (known as the "Two

Handles on a Shovel" phenomenon, best illustrated by the K-TEA Brief Form and the **MBA**). It might prove difficult, for example, to sort out young children with strong phonological skills and very weak decoding from children with moderately weak phonological skills and moderately weak decoding.

- We really like the inclusion of all 26 lower-case letters in **Word Reading**. We are not sure what the three letter-matching-from-memory items contribute, and one of the three pulls for reversals (d p b).

- For the **Word Reading** rhyming items, the examiner provides a good explanation if the student does not respond, **but not if the student makes an error** (which would seem to doom the next three items). We wish the first (essentially practice) item (30) were not scored, given the wide variations in previous experience young children will bring to this subtest. Item 34 (beginning sounds) gets an explanation for either no response or an error, which seems much more reasonable.

- The lamination on the **Word Reading and Pseudoword Decoding** cards does not seem very strong.

- On **Numerical Operations** items 6 and 7 (penny counting), two wrongs may make a right: the child may point wrong (missing a penny) and count wrong (skipping a number) and come up with the right answer.

- The answer spaces for the common-fraction items on **Numerical Operations** are confusing. Are the answers to be placed on the line or does the line separate a numerator form a denominator?

- There really aren't many items on **Numerical Operations** for high school students with dyslexia but decent math skills. This could be a serious limitation when assessing strengths and weaknesses. Item 54 (missing hypotenuse of a right triangle with sides of 3 and 4 is (like the similar WJ-R item that was improved on the WJ III) too easy to guess.

- **Math Reasoning** item 53 should, we think, accept a range of answers, e.g., 70% to 80%, rather than only precisely 75%. Item 60 is very unclear. Does "the least expensive set" refer to the TV that was least expensive before the sale or the one that is least expensive after the sale mark-down? Item 66 is hopelessly unclear. "How many ways are there to arrange four books on a shelf?" You could stack them horizontally, front cover on top, in any of 24 sequences. You could stack them horizontally, back cover on top, in any of 24 sequences. You could arrange them in a line in any of 24 sequences. You could stand up 2 and use 2 for bookends. You could . . .

- We read and understood the discussion of the importance of testing homonyms on the Spelling subtest (page 12, Examiner's Manual), but still think that there are too many homonym and near-homonym

items.

- Many of the **Written Expression** items are very good.

- More practice may help, but even with two manuals to consult, we continue to find ambiguities in scoring **Written Expression**. We are concerned about the scoring accuracy of inexperienced examiners and examiners who do not work full-time as evaluators.

- However, one examiner has reported that the **Written Expression** subtest does a good job of picking up writing problems missed by other tests.

- We really dislike the **Parent Report** form. It may bewilder most parents. The greatly elevated normal curve makes the extreme categories seem much too large in proportion to the average category. Parents may pay more attention to the heights at which the subtest abbreviations are written than to their positions along the baseline. Unlike the more "normal" normal curve provide on the page with Ability-Achievement Discrepancy Analysis, the parent's normal curve does not provide any reference scores below the curve. This would seem a reasonable addition to this section. The Parent Report form reads as though it is intended to be sent home with no face-to-face meeting and no narrative report. It strikes us as woefully inadequate for that questionable purpose, a purpose we view with alarm and wish were not encouraged.

- The Princess Summerfallwinterspring phenomenon (precipitous drops in scores overnight from Fall to Winter or Winter to Spring) is very small on the WIAT-II. See **WIAT II Norm Changes, based on Grade, Between Seasonal Norms** [It takes some searching to find the definitions of the seasons on page 40 of the manual. Fall = August, September, October and November; Winter = December, January, and February; and Spring = March, April, May, June, and July. "What are the three seasons of the year?"]

- The extra **Oral Expression** norms pages for nine-year-olds in third grade are unexpected and easy to miss. They are found on pages 242 and 243 of the Scoring and Normative Supplement for Grades PreK - 12.

- However, the expected increase in raw scores from one grade to the next to maintain a standard score of 100 is often two points or less. Please see **WIAT-II Raw Score for a Standard Score of 100 by Winter Norms**. This low rate of growth makes me worry about the use of the WIAT-II for re-evaluations. We do not think it is generally wise to use any individual achievement test for monitoring annual growth, but one of the most popular uses of such tests is, sadly, for special education teachers to stop teaching for a couple of

weeks each spring and administer individual achievement tests to all of their students.

- Nice caveats about grade-equivalent scores on p. 145 of the manual.

- Information from page 151 of the Examiner's manual provide some clues as to the effect of age on the WISC-III scores. See **Wechsler Intelligence Scale for Children - Third Edition Normative Re-anchoring (1991-2001)**

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WIAT II Scores When Testing the Dead (raw score = 0), Almost Dead (raw score = 1), and Gifted (raw score = maximum possible)

SAM MCGEE'S POSTHUMOUS WIAT-II SCORES FOR AGE 4-2 (Raw Score = 0)

●	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	84	14	3	Below Average
math applications problems with text, illustrations, and paper............................	70	02	1	Very Low
listening: matching pictures to spoken words or sentences................................	70	02	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	72	03	1	Very Low

SAM MCGEE'S POSTHUMOUS WIAT-II SCORES FOR AGE 5-2 (Raw Score =0)

●	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	77	06	2	Low
written spelling of dictated words..	85	16	3	Below Average
math computation problems on paper..	69	02	1	Very Low
math applications ("word") problems with text, illustrations, and paper...........	63	01	1	Very Low
listening: matching pictures to spoken words or sentences................................	63	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	64	01	1	Very Low

SAM MCGEE'S POSTHUMOUS WIAT-II SCORES FOR AGE 6-2 (Raw Score = 0)

	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	64	01	1	Very Low
accuracy of reading nonsense words (pseudowords) aloud from a list.............	90	25	4	Low Average
answering oral comprehension questions about reading passages....................	64	01	1	Very Low
written spelling of dictated words...	73	04	1	Very Low
written expression: writing words, sentences, and paragraphs..........................	76	05	2	Low
math computation problems on paper..	58	01	1	Very Low
math applications ("word") problems with text, illustrations, and paper............	56	01	1	Very Low
listening: matching pictures to spoken words or sentences................................	55	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	56	01	1	Very Low

SAM MCGEE'S POSTHUMOUS WIAT-II SCORES FOR AGE 7-2 (Raw Score = 0)

	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	47	01	1	Very Low
accuracy of reading nonsense words (pseudowords) aloud from a list.............	84	14	3	Below Average
answering oral comprehension questions about reading passages....................	58	01	1	Very Low
written spelling of dictated words...	60	01	1	Very Low
written expression: writing words, sentences, and paragraphs..........................	71	03	2	Low
math computation problems on paper..	45	01	1	Very Low

	Score	Rank	123456789	
math applications ("word") problems with text, illustrations, and paper............	46	01	1	Very Low
listening: matching pictures to spoken words or sentences................................	47	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	48	01	1	Very Low

SAM MCGEE'S POSTHUMOUS WIAT-II SCORES FOR AGE 8-2 (Raw Score = 0)

●	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list.................	41	01	1	Very Low
accuracy of reading nonsense words (pseudowords) aloud from a list.............	77	06	2	Low
answering oral comprehension questions about reading passages....................	48	01	1	Very Low
written spelling of dictated words...	48	01	1	Very Low
written expression: writing words, sentences, and paragraphs...........................	65	01	1	Very Low
math computation problems on paper..	40	01	1	Very Low
math applications ("word") problems with text, illustrations, and paper............	41	01	1	Very Low
listening: matching pictures to spoken words or sentences................................	41	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	42	01	1	Very Low

SAM MCGEE'S POSTHUMOUS WIAT-II SCORES FOR AGE 9-2 (Raw Score = 0)

●	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list.................	40	01	1	Very Low
accuracy of reading nonsense words (pseudowords) aloud from a list.............	71	03	1	Very Low
answering oral comprehension questions about reading passages....................	41	01	1	Very Low

	Score	Rank	123456789	
written spelling of dictated words...	41	01	1	Very Low
written expression: writing words, sentences, and paragraphs...........................	58	01	1	Very Low
math computation problems on paper...	40	01	1	Very Low
math applications ("word") problems with text, illustrations, and paper............	40	01	1	Very Low
listening: matching pictures to spoken words or sentences................................	40	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	48	01	1	Very Low[1]

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1. Why is the score higher (48) for age 9-2 than for age 8-2 (42)? Answer: "For 9-year-old examinees in Grade 3, use Table F.1 for Ages 9:0-9:11 (Grade 3)," which gives a score of 40.

SAM MCGEE'S POST-THAWING WIAT-II SCORES FOR AGE 4-2 (Raw Score = 1)

	Score	Rank	123456789	
•				
WIAT-II: reading aloud letters, word sounds, and words from a list..................	87	19	3	Below Average
math applications problems with text, illustrations, and paper............................	76	05	2	Low
listening: matching pictures to spoken words or sentences................................	73	04	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	74	04	2	Low

SAM MCGEE'S POST-THAWING WIAT-II SCORES FOR AGE 5-2 (Raw Score = 1)

	Score	Rank	123456789	
•				
WIAT-II: reading aloud letters, word sounds, and words from a list..................	79	08	2	Low
written spelling of dictated words...	89	23	4	Low Average
math computation problems on paper...	76	05	2	Low

	Score	Rank	123456789	
math applications ("word") problems with text, illustrations, and paper............	68	02	1	Very Low
listening: matching pictures to spoken words or sentences................................	66	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	66	01	1	Very Low

SAM MCGEE'S POST-THAWING WIAT-II SCORES FOR AGE 6-2 (Raw Score = 1)

●	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	65	01	1	Very Low
accuracy of reading nonsense words (pseudowords) aloud from a list.............	91	27	4	Low Average
answering oral comprehension questions about reading passages....................	66	01	1	Very Low
written spelling of dictated words..	76	05	2	Low
written expression: writing words, sentences, and paragraphs...........................	81	10	2	Low
math computation problems on paper..	63	01	1	Very Low
math applications ("word") problems with text, illustrations, and paper............	59	01	1	Very Low
listening: matching pictures to spoken words or sentences................................	58	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	58	01	1	Very Low

SAM MCGEE'S POST-THAWING WIAT-II SCORES FOR AGE 7-2 (Raw Score = 1)

●	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	48	01	1	Very Low
accuracy of reading nonsense words (pseudowords) aloud from a list.............	85	16	3	Below Average
answering oral comprehension questions about reading passages....................	59	01	1	Very Low
written spelling of dictated words..	63	01	1	Very Low

	Score	Rank	123456789	
written expression: writing words, sentences, and paragraphs............................	76	05	2	Low
math computation problems on paper..	48	01	1	Very Low
math applications ("word") problems with text, illustrations, and paper.............	48	01	1	Very Low
listening: matching pictures to spoken words or sentences..................................	50	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	50	01	1	Very Low

SAM MCGEE'S POST-THAWING WIAT-II SCORES FOR AGE 8-2 (Raw Score = 1)

●	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	41	01	1	Very Low
accuracy of reading nonsense words (pseudowords) aloud from a list.............	78	07	2	Low
answering oral comprehension questions about reading passages....................	49	01	1	Very Low
written spelling of dictated words..	51	01	1	Very Low
written expression: writing words, sentences, and paragraphs............................	69	02	1	Very Low
math computation problems on paper..	41	01	1	Very Low
math applications ("word") problems with text, illustrations, and paper............	41	01	1	Very Low
listening: matching pictures to spoken words or sentences..................................	42	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	43	01	1	Very Low

SAM MCGEE'S POST-THAWING WIAT-II SCORES FOR AGE 9-2 (Raw Score = 1)

●	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	40	01	1	Very Low
accuracy of reading nonsense words (pseudowords) aloud from a list.............	72	03	1	Very Low
answering oral comprehension questions about reading passages....................	42	01	1	Very Low

	Score	Rank	123456789	
written spelling of dictated words	43	01	1	Very Low
written expression: writing words, sentences, and paragraphs	60	01	1	Very Low
math computation problems on paper	40	01	1	Very Low
math applications ("word") problems with text, illustrations, and paper	40	01	1	Very Low
listening: matching pictures to spoken words or sentences	40	01	1	Very Low
oral expression: listing words, repeating sentences, describing pictures, etc...	50	01	1	Very Low[2]

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2. Score would be 40 if Sam were in grade 3 at the same age.

GINNY GENIUS'S WIAT-II SCORES FOR AGE 17-0 (Perfect Raw Scores)

[NB: The WIAT-II Manual clearly states that the WIAT-II is <u>not</u> intended for gifted adolescents.

	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list	120	91	8	High
accuracy of reading nonsense words (pseudowords) aloud from a list	118	88	7	Above Average
answering oral comprehension questions about reading passages	151	99	9	Very High
written spelling of dictated words	130	98	9	Very High
written expression: writing words, sentences, and paragraphs	148	99	9	Very High
math computation problems on paper	124	95	8	High
math applications ("word") problems with text, illustrations, and paper	124	95	8	High
listening: matching pictures to spoken words or sentences	123	94	8	High
oral expression: listing words, repeating sentences, describing pictures, etc...	160	99	9	Very High

GINNY GENIUS'S WIAT-II SCORES FOR AGE 16-0 (Perfect Raw Scores)

	Score	Rank	123456789	
•				
WIAT-II: reading aloud letters, word sounds, and words from a list..................	120	91	8	High
accuracy of reading nonsense words (pseudowords) aloud from a list.............	119	90	8	High
answering oral comprehension questions about reading passages....................	153	99	9	Very High
written spelling of dictated words...	132	98	9	Very High
written expression: writing words, sentences, and paragraphs...........................	152	99	9	Very High
math computation problems on paper..	128	97	9	Very High
math applications ("word") problems with text, illustrations, and paper............	126	96	8	High
listening: matching pictures to spoken words or sentences.................................	125	95	8	High
oral expression: listing words, repeating sentences, describing pictures, etc...	160	99	9	Very High

GINNY GENIUS'S WIAT-II SCORES FOR AGE 15-0 (Perfect Raw Scores)

	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	126	96	8	High
accuracy of reading nonsense words (pseudowords) aloud from a list.............	119	90	8	High
answering oral comprehension questions about reading passages....................	157	99	9	Very High
written spelling of dictated words...	133	99	9	Very High
written expression: writing words, sentences, and paragraphs...........................	156	99	9	Very High
math computation problems on paper..	130	98	9	Very High

	Score	Rank	123456789

math applications ("word") problems with text, illustrations, and paper............ 128   97   9   Very High

listening: matching pictures to spoken words or sentences................................ 127   96   9   Very High

oral expression: listing words, repeating sentences, describing pictures, etc... 160   99   9   Very High

GINNY GENIUS'S WIAT-II SCORES FOR AGE 14-0 (Perfect Raw Scores)

                      Score   Rank   123456789

WIAT-II: reading aloud letters, word sounds, and words from a list................. 131   98   9   Very High

accuracy of reading nonsense words (pseudowords) aloud from a list............. 120   91   8   High

answering oral comprehension questions about reading passages.................... 158   99   9   Very High

written spelling of dictated words... 133   99   9   Very High

written expression: writing words, sentences, and paragraphs........................... 158   99   9   Very High

math computation problems on paper.. 132   98   9   Very High

math applications ("word") problems with text, illustrations, and paper............ 128   97   9   Very High

listening: matching pictures to spoken words or sentences................................ 129   97   9   Very High

oral expression: listing words, repeating sentences, describing pictures, etc... 160   99   9   Very High

GINNY GENIUS'S WIAT-II SCORES FOR AGE 13-0 (Perfect Raw Scores)

                      Score   Rank   123456789

WIAT-II: reading aloud letters, word sounds, and words from a list................. 132   98   9   Very High

	Score	Rank	123456789	
accuracy of reading nonsense words (pseudowords) aloud from a list.............	121	92	8	High
answering oral comprehension questions about reading passages...................	160	99	9	Very High
written spelling of dictated words..	138	99	9	Very High
written expression: writing words, sentences, and paragraphs...........................	160	99	9	Very High
math computation problems on paper...	143	99	9	Very High
math applications ("word") problems with text, illustrations, and paper............	132	98	9	Very High
listening: matching pictures to spoken words or sentences................................	133	99	9	Very High
oral expression: listing words, repeating sentences, describing pictures, etc...	160	99	9	Very High

GINNY GENIUS'S WIAT-II SCORES FOR AGE 12-0 (Perfect Raw Scores)

	Score	Rank	123456789	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	134	99	9	Very High
accuracy of reading nonsense words (pseudowords) aloud from a list.............	121	92	8	High
answering oral comprehension questions about reading passages...................	160	99	9	Very High
written spelling of dictated words..	143	99	9	Very High
written expression: writing words, sentences, and paragraphs...........................	160	99	9	Very High
math computation problems on paper...	155	99	9	Very High
math applications ("word") problems with text, illustrations, and paper............	140	99	9	Very High
listening: matching pictures to spoken words or sentences................................	138	99	9	Very High
oral expression: listing words, repeating sentences, describing pictures, etc...	160	99	9	Very High

WIAT II Norm Changes, based on Grade, Between Seasonal Norms

Princess Summerfallwinterspring's Standard Scores in Grade PreK

	Raw Score	Fall	Winter	Spring
WIAT-II: reading aloud letters, word sounds, and words from a list..................	14	100	99	97
math applications problems with text, illustrations, and paper............................	10	99	99	98
listening: matching pictures to spoken words or sentences................................	11	99	98	96
oral expression: listing words, repeating sentences, describing pictures, etc...	20	100	100	99

Princess Summerfallwinterspring's Standard Scores in Grade K

	Raw Score	Fall	Winter	Spring
WIAT-II: reading aloud letters, word sounds, and words from a list..................	32	100	96	91
written spelling of dictated words..	4	99	92	85
math computation problems on paper..	6	100	95	89
math applications problems with text, illustrations, and paper............................	12	99	95	90
listening: matching pictures to spoken words or sentences................................	13	100	99	97
oral expression: listing words, repeating sentences, describing pictures, etc...	20	99	98	97

Princess Summerfallwinterspring's Standard Scores in Grade 1

	Raw Score	Fall	Winter	Spring
WIAT-II: reading aloud letters, word sounds, and words from a list..................	52	100	94	87
reading nonsense words aloud from a list..	7	100	98	95
answering oral comprehension questions about reading passages....................	21	100	94	88
written spelling of dictated words..	12	99	93	86
written expression: writing words, sentences, and paragraphs............................	5	98	96	93
math computation problems on paper..	10	101	96	90
math applications problems with text, illustrations, and paper............................	20	100	96	91
listening: matching pictures to spoken words or sentences.................................	17	101	99	97
oral expression: listing words, repeating sentences, describing pictures, etc...	24	99	96	93

Princess Summerfallwinterspring's Standard Scores in Grade 2

	Raw Score	Fall	Winter	Spring
WIAT-II: reading aloud letters, word sounds, and words from a list..................	77	100	98	96
reading nonsense words aloud from a list...	23	100	100	99
answering oral comprehension questions about reading passages....................	47	100	99	97
written spelling of dictated words..	20	100	95	89
written expression: writing words, sentences, and paragraphs............................	7	99	97	95
math computation problems on paper..	13	102	95	88

	Raw	Fall	Winter	Spring
math applications problems with text, illustrations, and paper............................	27	100	96	91
listening: matching pictures to spoken words or sentences.................................	19	99	97	94
oral expression: listing words, repeating sentences, describing pictures, etc...	30	100	99	97

Princess Summerfallwinterspring's Standard Scores in Grade 3

	Raw	Fall	Winter	Spring
			Score	
WIAT-II: reading aloud letters, word sounds, and words from a list..................	93	100	100	99
reading nonsense words aloud from a list..	33	100	100	99
answering oral comprehension questions about reading passages....................	66	100	99	98
written spelling of dictated words...	25	99	97	95
written expression: writing words, sentences, and paragraphs...........................	16	100	100	99
math computation problems on paper...	17	100	94	88
math applications problems with text, illustrations, and paper............................	33	100	97	94
listening: matching pictures to spoken words or sentences.................................	22	99	98	96
oral expression: listing words, repeating sentences, describing pictures, etc...	33	99	99	98

Princess Summerfallwinterspring's Standard Scores in Grade 4

	Raw	Fall	Winter	Spring
	Score			
WIAT-II: reading aloud letters, word sounds, and words from a list..................	98	100	100	99
reading nonsense words aloud from a list..	36	100	99	97

	Raw Score	Fall	Winter	Spring
answering oral comprehension questions about reading passages....................	91	100	99	97
written spelling of dictated words..	28	100	98	95
written expression: writing words, sentences, and paragraphs...........................	18	100	99	98
math computation problems on paper..	21	101	95	89
math applications problems with text, illustrations, and paper............................	37	99	97	94
listening: matching pictures to spoken words or sentences.................................	24	99	97	95
oral expression: listing words, repeating sentences, describing pictures, etc...	27 (sic)	100	99	98

Princess Summerfallwinterspring's Standard Scores in Grade 5

	Raw Score	Fall	Winter	Spring
WIAT-II: reading aloud letters, word sounds, and words from a list..................	104	100	100	99
reading nonsense words aloud from a list...	40	100	99	98
answering oral comprehension questions about reading passages....................	117	100	100	99
written spelling of dictated words..	31	100	98	96
written expression: writing words, sentences, and paragraphs...........................	19	100	98	95
math computation problems on paper..	25	100	96	92
math applications problems with text, illustrations, and paper............................	42	100	97	94
listening: matching pictures to spoken words or sentences.................................	26	99	97	95
oral expression: listing words, repeating sentences, describing pictures, etc...	29 (sic)	100	100	100

Princess Summerfallwinterspring's Standard Scores in Grade 6

	Raw	Fall	Winter	Spring

	Raw Score	Fall	Winter	Spring
WIAT-II: reading aloud letters, word sounds, and words from a list	108	100	99	98
reading nonsense words aloud from a list	44	100	100	100
answering oral comprehension questions about reading passages	131	100	98	95
written spelling of dictated words	33	99	99	98
written expression: writing words, sentences, and paragraphs	22	100	99	98
math computation problems on paper	28	100	98	95
math applications problems with text, illustrations, and paper	46	100	98	96
listening: matching pictures to spoken words or sentences	28	99	99	98
oral expression: listing words, repeating sentences, describing pictures, etc...	29 (sic)	100	99	97

Princess Summerfallwinterspring's Standard Scores in Grade 7

	Raw Score	Fall	Winter	Spring
WIAT-II: reading aloud letters, word sounds, and words from a list	110	100	99	97
reading nonsense words aloud from a list	45	99	99	99
answering oral comprehension questions about reading passages	153	100	98	96
written spelling of dictated words	36	100	99	97
written expression: writing words, sentences, and paragraphs	24	100	98	96
math computation problems on paper	32	100	99	98
math applications problems with text, illustrations, and paper	49	100	98	95
listening: matching pictures to spoken words or sentences	30	101	100	99

Skills Measured by the WIAT II Word Reading Subtest and the WJ III Letter Word Identification Test

Approximate Grade Level	Skill	WIAT Items	WJ III Items
PreK-1	Matching alphabet letters	1-3	1
	Identifying alphabet letters	4-29	2-9, 11-14
	Identifying rhyming words	30-33	*
1-2	Identifying beginning sounds	34-36	*
	Identifying ending sounds	37-38	*
	Blending phonemes into words	39-41	*
	Matching sound to symbol	42-47	*
3+	Recognizing words	48-131	10, 15-76

* Note: Despite the fact that the WJ III appears to have no comparable WIAT II phonemic identification items, the WJ III has at least 3 phonemic awareness test on the cognitive and achievement portions of the test.

Purely Amateur Attempt at Comparing the WIAT-III and WJ III Math Tests

Table Comparing the WIAT-II Numerical Operations Test Items to the WJ III Calculations Test Items

Concept	WIAT-II	WJ III
Number discrimination	1, 2	
Identifying missing number in rote count	3	
Writing Single and double digit numbers	4, 5	A, B (unscored)
Counting to 8 by rote	6	
Writing number to correspond with rote counting	7	
Addition - basic facts	8, 9, 11	1, 2, 3, 4, 5
Subtraction - basic facts	10, 12	6, 7, 8, 9, 10, 11
Addition - multi-digits - no renaming	13	
Subtraction - multi-digit - no regrouping	14	12
Addition - multi-digits - with renaming	15, 17, 27	14
Subtraction - multi-digits - with regrouping	16, 18, 19	18
Subtraction - with regrouping using decimals	20, 31	
Multiplication - basic facts	21, 22	13, 16
Multiplication - multi-digit and single digit	23	17, 19
Division - basic facts	24	15
Division - using single digit divisor -no regrouping	25	
Division - using single digit divisor - with regrouping	26	
Addition - using single digit decimals	28	

Subtraction of simple fractions with common denominators	29	20, 23
Subtraction of simple fractions with different denominators	30	
Multiplication - multi-digits	32	
Multiplication - simple fractions	33	
Division - using multi-digits - with regrouping	34	21, 22, 24
Adding – mixed numbers with different denominators		25, 27
Calculating with exponents	35, 36, 52	
Multiplication - using decimals	37	26
Calculating square root	38	
Calculating cube root		31
Addition of negative integers	39	
Addition of mixed sign integers		28
Multiplication of mixed sign integers		29
Calculating percent	40, 51	34
Division - using simple fractions	41	30
Solving simple algebraic equations	42, 43, 49	
Calculating pi	44	
Multiplication of simple fractions and whole numbers	45	
Division of simple fraction by whole number	46	
Calculating after applying order of operations	47	
Division with decimals	48	
Solving complex (x & y) algebraic equations	50	32
Solving complex quadratic equations		33
Calculating square root of exponents	53	
Using basic geometry	54	

Solving algebraic fraction with signs and exponents		35
Division of mixed numbers		36
Solving Logarithmic equation		37
Simplifying radicals		38
Calculating square root of decimal		39
Calculus (derivative)		40
Trigonometry		41, 45
Slope/intercept		42
Determinant		43
Integral		44

Purely Amateur Attempt at Comparing the WIAT-III and WJ III Math Tests

Sequence of Math Development adapted from Smith, C. R. (1994), *Learning Disabilities: The interaction of learner, task, and setting (Fourth Edition)*. **New York: Allyn & Bacon**

Tables Comparing the WIAT-II Math Reasoning Test Items to the WJ III Applied Problems Test Items

	TASK	WIAT	WJ III
Middle School	masters order of operations in complex problems		
	multiplies / divides two fractions		
	adds subtracts, multiplies divides decimals to the thousands		
	understands real, rational, irrational numbers and different number bases		
	calculates square and cube roots		
	estimates percentages / proportions		50
	calculates discount, sales tax, restaurant tip		
	understands simple interest, compound interest, percent increase/decrease		52, 57
	understands angles (complementary, supplementary, adjacent, straight, congruent)		
	calculates volume of a cylinder		
	calculates arc / circumference of circle		58, 61, 62, 63
	understands eqilatera1, isosceles, scalene, obtuse figures		
	graphs coordinates, transformations, rotations, equations with two variables		59
	solves equations by substitution		
	learns about probability, permutations, factorial notation, frequency, normal curve,	66, 67	60
	learns Pythagorean theorem		56
	deepens understanding of previously taught skills and concepts	65	55
	TASK	WIAT	WJ III

	TASK	WIAT	WJ III
	multiplies three digit numbers (962 x 334)		
	can work harder division problems (102 + 32)		45
	adds, subtracts, multiplies mixed numbers		
	divides a whole number by a fraction		47
	represents fractions as decimals, ratios, percents		
	adds, subtracts, multiplies, with decimals		
	understands use of equations, formulas, "working backward"	58, 59	
	estimates products/quotients		
Fifth Grade	learn about exponents, greatest common factor, bases, factors, composite numbers, integers		
	understands percent, ratios	60, 61	49
	understands mean, median, mode	64	
	measures area and circumference of a circle		
	measures perimeter and areas of triangles and parallelograms, volume of cube	62	41, 51, 53, 54
	performs metric conversions		
	uses compass, protractor		
	reads scale drawings		

	TASK	WIAT	WJ III
	adds columns of 3 or more numbers		
	multiplies three digit by two digit numbers (348 x 34)		
	performs simple division (44/22)	54	
	reduces fractions to lowest terms		
	adds/subtracts fractions with different denominators (3/4 + 2/3)	55	42
	adds/subtracts decimals		
	converts decimals to percents	53, 57	43
Fourth Grade	counts/makes change for up to $20.00	63	
	estimates time		46
	can measure time in hours, minutes, seconds	52	44
	understands acute, obtuse, right angles		
	computes area of rectangles		
	identifies parallel, perpendicular, intersecting lines		
	calculates weight in tons, length in meters, volume in cubic centimeters		48
	Solves simple probability problems	56	

	TASK	WIAT	WJ III
	understands place value to thousands	32	
	adds and subtracts four digit numbers (e.g., 1,017- 978)		
	learns multiplication facts to 9 x 9	50	34
	solves simple multiplication and division problems (642 x or ÷ 2)		37, 40
	reads complex charts and tables	42	
	counts by 4s, 1000s		
Third	geometry (identifies hexagon, pentagon)		

Grade	TASK	WIAT	WJ III
Grade	introduction to fractions adds / estimates / orders simple fractions	43, 46, 47	39
	understands mixed numbers		39
	reads fractions of an inch	45, 51	
	understands diameter, radius, volume, area	41	
	understands decimals		
	begins to learn about negative numbers, probability, percentage, ratio	34	
	solves harder number story problems	48, 49	40

	TASK	WIAT	WJ III
Second Grade	identifies / writes numbers to 999		
	adds / subtracts two / three digits with & without regrouping (e.g., 223 + 88, 124 -16)		
	multiplies by 2, 3, 4, 5	38, 39	31
	counts by 3s, 100s	37	
	reads / writes Roman numerals to XII		
	counts money and makes change up to $10.00	35, 44	32, 33, 36
	recognizes days of the week, months, and seasons of the year on a calendar	33	
	tells time to five minutes on a clock with hands	22, 28	
	learns basic measurements (inch, foot, pint, pound)		38
	recognizes equivalents (e.g., two quarters = one half, four quarts = one gallon)	30	
	divides area into 2/3, 3/4, 10ths		
	graphs simple data	36	

	TASK	WIAT	WJ III
First Grade	counts / reads / writes /orders numbers to 99	19	
	begins learning addition and subtraction facts to 20		
	performs simple addition/subtraction problems (e.g., 23 + 11)	26, 31	27, 28, 29, 30
	understands multiplication as repeated addition		
	counts by 2s, 5s and 10s	23	
	identifies odd / even numbers		
	estimates answers		
	understands 1/2, 1/3, 1/4	29, 40	
	gains elementary knowledge of calendar and time	21	
	understands schedules		
	reads digital clock		
	understands measurement (cup, pint, etc., inch, cm, etc.) and money (value of quarter, etc.)	16, 20, 27	26, 27, 29
	solves simple number story problems		
	reads bar graphs and charts.	24, 25	

	TASK	WIAT	WJ III
Kindergarten	matches / sorts / names objects by size, color and shape	3, 5	1, 2, 7, 8, 11, 12
	recites and recognizes numbers 1-20	12	
	one-to-one correspondence		
	counts / adds up to nine objects	1, 8, 10	3, 4, 5, 6, 13
	knows addition / subtraction facts to six	9, 11, 13	9, 10, 16, 17, 18, 20
	evaluates objects by quantity, dimensions, size (e.g., more/less, longer/shorter, tall/tallest)	2, 3, 4, 17	
	writes numbers 1-10		
	understands concepts of addition and subtraction	9, 11, 13	14, 15, 18, 17, 20, 22, 23
	knows symbols +, -, =		
	recognizes whole vs half		
	understands ordinals (first, 5th)	14, 15	
	learns beginning concepts of weight, time (e.g., before/after)		
	understands lunch is at 12:00		
	tells time to the hour		
	money (knows value of pennies, nickels, dimes), and temperature (hotter/colder)		19, 21
	aware of locations (e.g., above/below, left/right, nearest/farthest)		24, 25
	interprets simple maps, graphs and tallies.	6, 7	

WIAT-II Reading Comprehension Changes and Comment

I just received a package from The Psychological Corporation, including a nice letter from Lawrence G. Weiss, Ph.D., Director of Research and Development, five copies of a new Reading Comprehension Record Form, and a mini-manual, *Administering and Calculating Conversion Scores for Reading Comprehension.*

"In response to customer feedback . . . we concluded that for a small percentage of lower-functioning individuals, an even stricter degree of precision in measuring achievement would aid psychologists in evaluating performance for these clients . . . . we rigorously applied these new procedures to actual cases to confirm the validity of the modification."

They will send out new manuals and replacement software to all purchasers. We can download "additional copies of the Reading Comprehension subtest record form" from http://www.PsychCorp.com or order them from 1-800-872-1726. "These forms may be photocopied." New orders of record forms "will incorporate the new . . . scoring procedures."

They report that

"examiners believe the scores of some students who reverse may be too low, while the scores of some students who remain in their grade set may be too high. Although these situations occur very infrequently in the standardization sample **[My (JOW) note: probably just about as infrequently as severe reading disabilities occur in the general population.]**, the experience of practitioners has led us to find an improved method to minimize these situations. . . . The improvement involves norming each grade set as a separate form of the subtest. Thus, the new scoring procedure does not make any assumptions about a student's performance on preceding, unadministered items. Further, there is now no assumption that the scores of students who take an earlier grade set must be lower than [those of] examinees who did not reverse."

[I (JOW) would surmise they used Item Response Theory to make item blocks like those on the DAS, WJ III Writing Samples, etc. See Embretson, S. E., & Hershberger, S. L. (Eds.) (1999). _The new rules of_

measurement: What every psychologist and educator should know. (Mahwah, NJ: Lawrence Erlbaum.); Embretson, S. E., & Reise, S. P. (2000). *Item response theory for psychologists*. (Mahwah, NJ: Lawrence Erlbaum.); and Elliott, C. D. (1990). *Differential Ability Scales introductory and technical handbook*. (San Antonio: The Psychological Corporation.).]

"There are no changes to administration procedures, but there are two small changes to the scoring procedure. first, when you calculate the student's total raw score it is based only on the grade set administered. No constant is added. . . . Second, before obtaining the standard score in the norms tables, you must convert the total raw score to a weighted raw score . . . with a conversion table . . . . Then you convert the weighted raw score to a standard score. As always, use the norm set for the grade in which the student is enrolled, regardless of what grade set was administered. . . . **Tell parents that the test publisher improved the procedures for scoring the test. The new score is more accurate**" [emphasis mine].

"You should not adjust the starting point. . . . For all students, we strongly recommend that you begin the assessment with the item set for the student's currently assigned grade or the most recently completed grade if the student is on break between grades. . . . If the student obtains zero raw score points on all the grade-specific reversal items, apply the appropriate reversal rule. If the student correctly answers at least one of the grade-specific reversal items, continue administering the grade-appropriate item set. . . . If you are certain that the student will be unable to correctly answer any of the grade-specific reversal items, you may apply the reverse rule. This may be done to spare the examinee frustration or failure on the first few items. But, be sure to apply the reverse rule according to the directions on the record form. Do not administer the subtest in a nonstandardized manner. Scores obtained by nonstandard administration of item sets are not valid, as they do not represent the best possible estimate of that student's reading comprehension skills. If you have any questions, please call . . . 1-800-872-1726, extension 8143."

I (JOW) tested a 12-year-old student in an ungraded school. Taking a wild guess that he would have attended readiness and been retained once, I decided he might have been in fifth grade, and I applied the reversal rule back to item 10 (grade 2 start) sight unseen because I was quite "certain that the student [would] be unable to correctly answer any of the [fifth-] grade-specific reversal items." He was able to answer four of the five grade-specific reversal items correctly at the second-grade starting point at which we arrived by following the

reversal rule for grade five. However, I did also administer the first-grade items because I wanted to see him read at a level where he was not struggling. Here are his scores by age norms.

				Old		New	
Start	Stop	Items	Score	Gr. 1	Gr. 2	Gr. 1	Gr. 2
Gr. 1		1- 9	14/14	14/14	[14]	14/14	
Gr. 2		10-19	13/16	13/16	13/16	13/16	13/16
Gr. 3	Gr. 1	20-27	1/14	1/14	1/14	1/14	1/14
		28-33	1/12		1/12		1/12
Gr. 4	gr. 2	34-44	0/18		0/18		0/18
Total raw score				28/44	29/74	28/44	15/60
Weighted raw score						83	65
Age Standard Score (90%)				40 ±5	40 ±5	52 ±5	44 ±5
Grade Equivalent				1.7	1.7	1.8	1.1

His Woodcock Reading Mastery Tests-Revised/NU scores (90% confidence) were:

Word Identification   62 (60 – 65)   g.e. 2.0

Word Attack   69 (63 – 75)   g.e. 1.6

Passage Comprehension   62 (56 – 67)   g.e. 1.8

It appears that the second-grade start was about right, given the pattern of hits and misses. However, the 52 standard score seems to match the WRMT-R/NU and teacher reports more accurately than the 44 (or the old-norms 40). The new grade-equivalent score (vile statistic that it is) of 1.1 seems ridiculous from any standpoint.

Now, suppose I had assumed that the student would have been in the age-appropriate grade 7. I would have administered the seventh/eighth grade starting point items, gotten a zero score on them, dropped back three starting points to the fourth grade starting point, again gotten zero, dropped back to the first grade starting point and gotten the standard score of 52 (47 – 57) and the grade equivalent of 1.8.

Another student, age 11, was placed in grade five. These are his Reading Comprehension scores by age norms.

Start	Stop	Items	Score	Old	New
				[90/90]	
Gr. 5		55-58	7/ 8	7/8	7/8
Gr. 6	Gr. 4	59-69	14/18	14/18	14/18
		70-74	6/10	6/10	6/10
Gr. 7/8	Gr. 5	75-85	6/18	6/18	6/18
Total raw score				123/144	33/54
Weighted raw score					132
Age Standard Score (90%)				103±6	108±6
Grade Equivalent				5.9	7.0

The standard score goes up 5 points, and the grade-equivalent score goes up 1.1 years! I am glad I don't use grade-equivalent scores. However, by grade norms [Fall of grade 5 (the Fall/Winter/Spring demarcations can be found on p. 40 of the *Examiner's Manual*)], the standard score is 109 by both the old and new norms, even though the grade-equivalent score changed by 1.1 years.

However, a third student (not tested by me) was given identical scores of 92 (Fall of grade 6 norms) by both the old and new scoring systems. I would appreciate reports of scores on the old and new scoring systems.

WIAT II Minimum and Maximum Standard Scores by Age and Subtest

Table 5b
WIAT-II Achievement Test Standard Score Range

	WIAT-II Tests								
Age (in Years)	WR	NO	RC	Sp	PWD	MR	WE	LC	OE
17 - 19	40-120	40-123	40-151	40-130	50-118	40-124	40-148	40-123	40-160
16	40-120	40-128	40-153	40-132	53-119	40-126	40-152	40-125	40-160
15	40-126	40-130	40-157	40-133	53-119	40-128	40-156	40-127	40-160
14	40-128	40-132	40-158	40-133	56-120	40-128	41-158	40-129	42-160
13	40-132	40-143	40-160	40-138	59-121	40-132	44-160	40-133	44-160
12	40-131	40-155	40-160	40-143	61-121	40-140	46-160	40-138	45-106
11	40-137	40-160	40-160	40-147	63-121	40-149	48-160	40-143	46-160
10	40-141	40-160	40-160	40-152	67-123	40-157	52-160	40-148	47-160
9	40-143	40-160	41-160	41-158	71-129	40-160	58-160	40-153	48-160
8	41-149	40-160	48-160	48-160	77-134	41-160	65-160	41-158	42-160
7	47-159	45-160	58-160	60-160	84-143	46-160	71-160	47-160	48-160
6	64-160	58-160	64-160	73-160	90-153	56-160	76-160	55-160	56-160
5	77-160	69-160		85-160		63-160		63-160	64-160
4	84-160					70-160		70-160	72-160

Note: Abbreviations: WR = Word Reading, NO = Numerical Operations, RC = Reading Comprehension, Sp = Spelling, PWD = Psuedoword Decoding, MR = Math Reasoning, WE = Written Expression, LC = Listening Comprehension, OE = Oral Expression

Wechsler Intelligence Scale for Children - Third Edition (WISC-III) Normative Re-anchoring (1991-2001)

Full Scale IQ   -2.94

Verbal IQ   -1.90

Performance IQ   -3.00

See page 151 WIAT II Examiner's Manual

WIAT-II Raw Score for a Standard Score of 100 by Winter Norms

	WR	PD	RC	Sp	WE	NO	MR	LC	OE
PreK	15.0						10.5	11.7	20.0
K	34.5			6.0		6.8	13.7	13.3	21.0
1	59.0	9.0	25.0	14.3	6.0	10.7	21.3	17.3	26.0
2	78.0	22.5	48.0	21.7	7.8	13.8	28.5	20.3	30.5
3	92.5	33.0	66.5	26.0	16.0	18.7	34.0	23.0	33.5
4	98.0	37.0	92.0	29.0	18.5	22.5	38.5	25.0	27.5
5	103.5	41.0	117.0	32.0	20.0	26.3	43.5	27.0	29.0
6	108.5	44.0	132.0	34.0	22.5	28.7	47.0	28.5	30.0
7	111.0	45.3	154.0	36.5	25.0	32.5	50.0	30.0	30.8
8	115.0	46.0	168.0	39.3	27.0	35.0	53.5	31.3	31.7
9	118.0	47.5	194.0	41.0	29.0	38.0	55.7	32.7	32.7
10	120.5	48.3	195.0	41.7	30.0	39.0	56.3	33.8	33.5
11	121.5	48.5	198.0	42.5	31.0	41.0	56.5	34.5	34.5
12	122.5	49.0	199.0	43.0	32.0	43.0	58.0	35.5	35.0

= 2 raw score points per year or less expected growth

Steve Edelman's WIAT II Reading Comprehension Worksheet

WIAT II

Reading Comprehension Skill Analysis

Name: _____ Date of Birth:_____ Grade:_____

School: _____ Date Tested: _____

Broad, process oriented areas

Process/Schema	Items
Concrete and primary developmental process	1 2 3 4 5 7 10 11 16 19 20 23 30 34 36 41 44 45 46 51 56 57 59 62 71 72 75 77 89 100 103 107 109 111 119 123 124 138
Organizing information (Sequencing, and Synthesizing)	13 14 25 28 30 32 33 38 47 48 49 52 58 62 64 73 74 80 83 85 88 91 92 93 94 97 104 108 116 117 118 123 126 127 129 130 132 136
Organizing information (analyzing)	13 22 25 27 28 31 33 37 38 43 48 49 54 58 60 61 66 69 70 74 76 78 79 82 91 92 95 96 97 98 102 105 106 114 115 116 121 125 126 130 131 132 133 134 137 138 139 140

Going beyond the information given	12 22 27 31 39 43 54 60 61 63 66 69 70 78 79 82 95 96 98 102 105 106 110 112 114 115 121 122 125 131 133 134 135 137 138 139 140
Understanding cause and effect relationships	21 22 29 54 60 61 66 82 87 90 105 134 137 138

Finer process analysis

Skill	Items
Matching pictures with words	1 2 3 4 5 9
Recognizing stated detail	7 10 11 16 17 19 20 23 34 36 41 44 45 46 51 55 56 57 59 71 72 75 77 89 100 103 107 109 111 119 124 138
Recognizing implied detail	27 43 98 102 106 114 115 121 125 131
Predicting events and outcomes	12 63 110 112 122 135
Drawing conclusions	13 28 33 48 49 58 76 92 97 126
Using context to determine word meaning	14 24 32 38 47 52 64 73 80 83 85 88 93 94 104 108 117 118 127 129 136
Recognizing stated cause and effect	21 29 87 90
Recognizing implied cause and effect	22 31 54 60 61 66 82 105 134 137 138
Identifying the main idea	25 74 91 116 130 132
Sequencing	30 62 123

Identifying fact or opinion   35

Making inferences   37 39 69 70 78 79 95 96 133 139 140

Record Starting Item: _____ Record Ending Item: _____

Assess possible processing problems and remediation targets by considering errors within the range of items that were administered. Note or report if the error analysis is based on items that were administered below the subject's appropriate starting point. That is, did you use the reversal rule?

Use a highlighter to mark errors.

Note that this instrument was created using the skill analysis table on page 160 of the WIAT II Examiner's Manual.

To download the template press here.

WIAT II Decile Scores to Standard Scores

John Willis

My students and I have been struggling with this question. The description of decile scores in the Process Assessment of the Learner (PAL) Manual (Virginia Wise Berninger, The Psychological Corporation, 2001, p. 109) is a little confusing to me, since it seems to cover 101% of the distribution (0 through 100).As far as I can determine, deciles seem to be based on percentiles, rather than percentile ranks, but the Manual (p. 109) says, "For each selected decile score, the percentage represents those students who obtained scores at or below the decile score," which sounds more like percentile ranks. The Manual (p. 109) also notes that, "technically, the deciles are the points separating the tenths of the distribution, not the tenths themselves," but calls the tenths "decile scores."

Howard Lyman (Test Scores and What They Mean, 5th ed., Boston: Allyn & Bacon, pp. 104-105), usually a paragon of clarity upon whom I rely heavily, blames decile scores on the Institute for Personality and Ability Testing (IPAT) and says the first decile cutting point is at the tenth percentile, the second at the twentieth percentile, etc. [He also notes that R. B. Cattell did it differently. Decile 1 was the 5th to 15th percentile, which added a decile 0 (below PR 5) and put decile 10 at above PR 95, but we don't want to go there!] Lyman says, "In order to prevent confusion between decile and decile score (and to point out their similarity to percentile ranks), I prefer to use the term "decile ranks.'"

So . . .Here's my guess, adapted from Table 5.4 (p. 109) in the PAL Manual:

PAL Decile Score	Percentile Ranks	Standard Scores	PAL Classification
10	0.01-10	1-81	deficient
20	11-20	82-87	deficient
30	21-30	88-92	at risk
40	31-40	93-96	at risk
50	41-50	97-100	emerging adequate
60	51-60	101-103	adequate
70	61-70	104-108	adequate
80	71-80	109-112	adequate
90	81-90	113-119	proficient

	100	91-99.99	120 -	proficient

This is what is known technically as a SWAG (Scientific Wild-Ass Guess). I'd appreciate corrections, as my students are becoming justifiably skeptical of my explanations. I cannot even prove my assertion that "decile" should be pronounced with a long i (as opposed to "dessill").