



WIAT®-III<sup>A&NZ</sup>

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

Parent 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



Copyright © 2016 NCS Pearson, Inc. All rights reserved. Australian and New Zealand adaptation copyright © 2016 NCS Pearson, Inc. Adapted and reproduced by Pearson Australia Group with the permission of NCS Pearson, Inc.

Pearson, the PSI logo, PsychCorp, Wechsler, Wechsler Individual Achievement Test, and WIAT are trademarks in the U.S. and/or other countries of Pearson Education, Inc., or its affiliate(s)

[ 1.3 / RE1 / QG1 ]

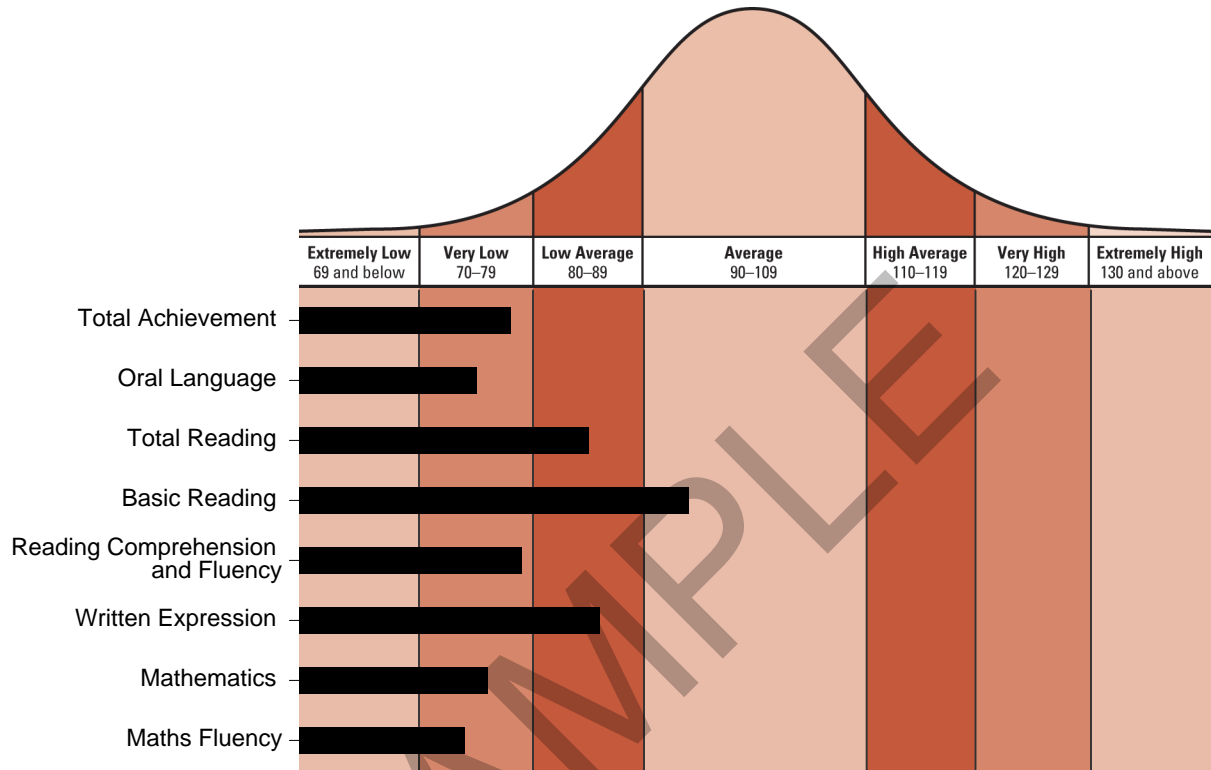
This student was recently administered the *Wechsler Individual Achievement Test-Third Edition: Australian & New Zealand* (WIAT-III<sup>A&NZ</sup>). This test includes 16 subtests to measure listening, speaking, reading, writing, and mathematics skills. The following is a description of each subtest that was administered to this student.

### Subtest Descriptions

<b>Listening Comprehension</b>	The student listens to vocabulary words and points to a picture that illustrates each word, and then listens to passages and answers questions about each one.
<b>Oral Expression</b>	The student is shown pictures and is asked to name the concept shown in each picture. Then the student says words from a given category and repeats sentences.
<b>Reading Comprehension</b>	The student reads passages out loud or silently under un-timed conditions, and then answers open-ended questions about each one.
<b>Word Reading</b>	The student reads out loud a list of increasingly difficult words.
<b>Pseudoword Decoding</b>	The student reads out loud a list of increasingly difficult nonsense words.
<b>Oral Reading Fluency</b>	The student reads passages out loud, and then orally responds to comprehension questions.
<b>Sentence Composition</b>	The student combines the information from two or three sentences into single sentences that mean the same thing, and then the student writes meaningful sentences that use specific words.
<b>Essay Composition</b>	The student writes an essay within a 10-minute time limit.
<b>Spelling</b>	The student writes single words that are dictated within the context of a sentence.
<b>Maths Problem Solving</b>	Depending upon the year and ability level of the student, the student solves un-timed maths problems related to basic skills (counting, identifying shapes, etc.), everyday applications (time, money, word problems, etc.), geometry, and algebra.
<b>Numerical Operations</b>	Depending upon the year and ability level of the student, the student solves un-timed written maths problems in the following domains: basic skills, basic operations with integers, geometry, algebra, and calculus.
<b>Maths Fluency-Addition</b>	The student solves written addition problems within a 60-second time limit.
<b>Maths Fluency-Subtraction</b>	The student solves written subtraction problems within a 60-second time limit.
<b>Maths Fluency-Multiplication</b>	The student solves written multiplication problems within a 60-second time limit.

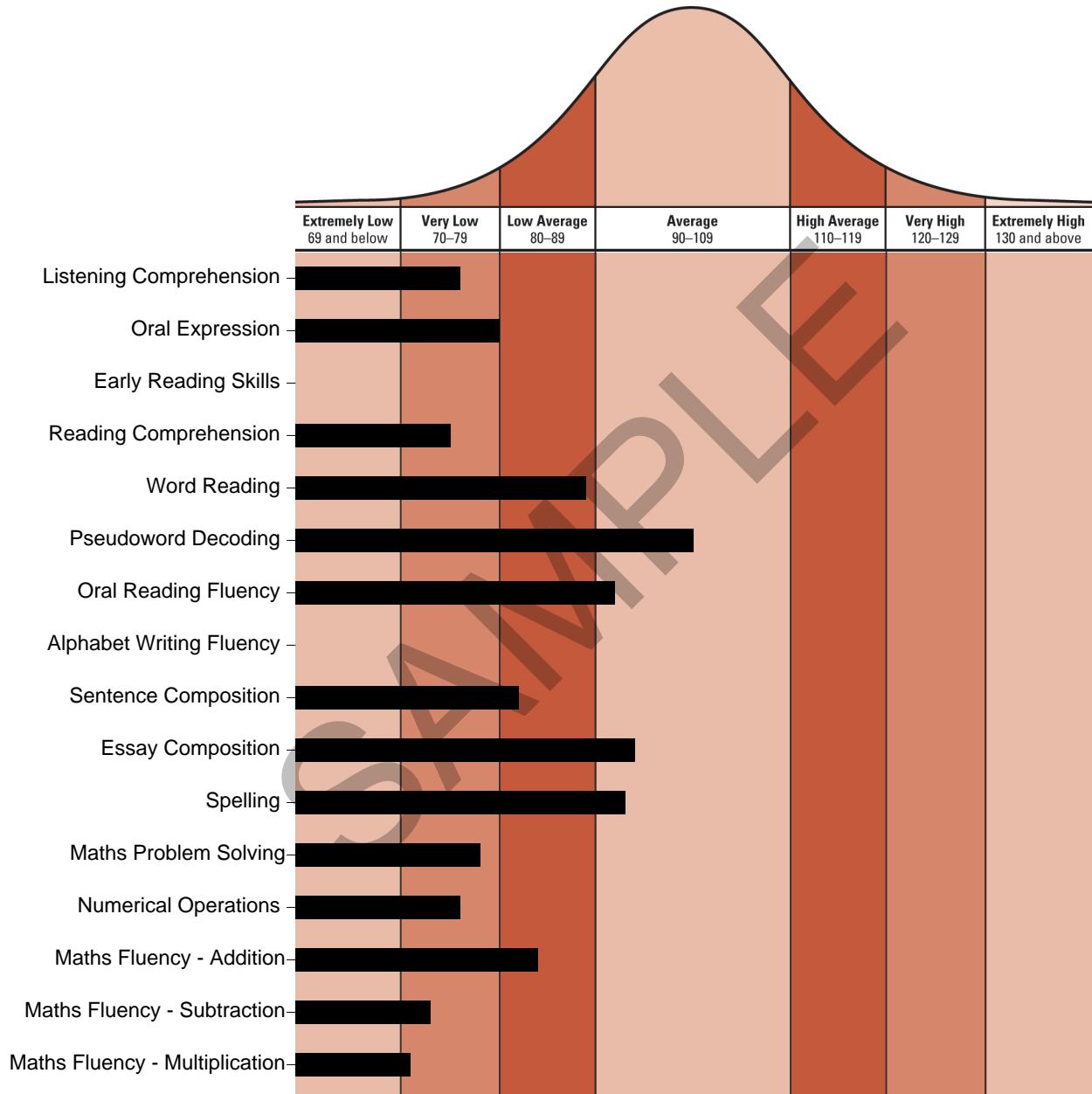
### Graph of Performance by Composite

The subtests described above are grouped by subject area into composite scores. The graph below shows this student's performance on each composite compared to a normal distribution of scores from peers of the same year level.



### Graph of Performance by Subtest

The graph below shows this student's performance compared to a normal distribution of scores from peers of the same year level.



**End of Report**